DOCUMENT RESUME

ED 154 921 PS 009 938

AUTHOR Okin, Allan D.
TITLE Implementing a Kindergarten Parent Involvement Program.
PUB DATE Jan 78
NOTE 89p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Cognitive Objectives; Educational Assessment; *Educational Objectives; *Elementary Education; *Intervention; Kindergarten Children; *Parent Participation; Parent Teacher Cooperation; Parent Workshops; *Program Development; Program Effectiveness; Psychomotor Objectives; Skill Development; *Tutoring; Volunteer Training

ABSTRACT

This paper describes the implementation of a kindergarten parent involvement program. Six parent volunteers attended a training sequence of 16 workshops to learn how to tutor kindergarten students and how to develop parenting skills. School personnel, including kindergarten teachers and a school psychologist, conducted the workshops. Students selected for tutoring had been screened and identified as developmentally delayed on the Developmental Indicators for the Assessment of Learning (DIAL). DIAL performances were confirmed by teachers' ratings on the Teacher's Assessment Form. Specific tutoring objectives were written by the teachers for improving each student's fine motor and/or conceptual skills. The trained parent volunteers tutored eight students over five months, following objectives and activities specified by the teachers. Post screening data indicate all students improved on at least two-thirds of all skills for which tutoring objectives were established. Most of these same students showed no improvement in weak skills for which tutoring objectives were not established. Ratings by teachers following tutoring did not confirm all students' measured improvements on the DIAL. Suggestions for refining the parent involvement program are included. (Author/CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154921

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JAN 3 0 1978

IMPLEMENTING A KINDERGARTEN PARENT INVOLVEMENT PROGRAM

By

Allan D. Okin

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Suzanne Kelley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

1978

PS 009938

ABSTRACT

AUTHOR Okin, Allan D.
TITLE Implementing a Kindergarten Parent Involvement Program

DESCRIPTORS Child Development; Cognitive Objectives; Early Childhood Education; *Educational Intervention; *Educational Objectives; *Kindergarten Teachers; *Parent Participation; *Parent School Relationship; *Parent Workshops; *Prevention; *Psychoeducational Intervention; Psychomotor Objectives; Rating Scales; School Administrators; School Psychologists; *Screening Tests; *Skill Development; *Tutoring; *Volunteers; *Volunteer Training Workshops

ABSTRACT Follow-up activities to a kindergarten screening program at one elementary school included a preventive intervention strategy. Early identification procedures, parent involvement, and volunteer programs were reviewed; information gleaned from this survey was used in developing the program. Six parent volunteers attended a training sequence of sixteen workshops to learn how to tutor kindergarten students and how to develop parenting skills. School personnel, including kindergarten teachers, conducted workshops that were organized and led primarily by a school psychologist and the author. Students selected for tutoring had been screened and identified as developmentally delayed on the Developmental Indicators for the Assessment of Learning (DIAL). DIAL performances were confirmed by teachers' ratings on the Teacher's Assessment Form. Specific tutoring objectives were written by the teachers for improving at least two-thirds of each student's fine motor and/or conceptual skills. The trained parent volunteers tutored eight students over five months; they followed objectives and activities specified by the teachers. Post screening data indicate all students improved on at least two-thirds of all skills for which tutoring objectives were established. Most of these same students showed no improvement in weak skills for which tutoring objectives were not established. Ratings by teachers following tutoring did not confirm all students' measured improvements on the DIAL. All participants concluded that the training and tutoring program was a modest success and worth repeating. Although the results of the program appear promising, the author raises concerns about variables that may have intervened to influence the outcomes. A comparison of this tutored group of students to their untutored peers seems promising; the effects of tutoring appear to have carried over to two students' performances on the Metropolitan Readiness Tests. Suggestions for refining the parent involvement program are listed for consideration.

IMPLEMENTING A KINDERGARTEN PARENT INVOLVEMENT PROGRAM

By

Allan D. Okin[1]

Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University

Introductory Practicum
Washington, D.C., II
Submitted: January 1978

[1]Director, Pupil Services
Alexandria City Public Schools
Alexandria, Virginia

APR 6 1978

TABLE OF CONTENTS

LIST OF TABLES iv

ACKNOWLEDGMENTS v

Chapter
I. BACKGROUND INFORMATION 1

II. REVIEW OF RELATED LITERATURE 4

Early Identification Procedures 4
Parent Involvement and Volunteerism 7
Summary 11

III. NEEDS ASSESSMENT 12

Students Screened on the DIAL 12
Students Rated by Their Teachers 14
Final Selection of Students 14

IV. OBJECTIVES 18

First Objective 18
Second Objective 18

V. STRATEGY 19

Identification and Selection of Students 19
Recruitment and Selection of Parent Volunteers 21
Training Sequence for Parent Volunteers 23
Tutoring by Objectives 24

VI. PROCEDURE 25

Training Sequence for Parent Volunteers 25
Tutoring Objectives 33

VII. EVALUATION OF STUDENT PERFORMANCE 37

Students Post Screened on the DIAL 37
Students Rated by Teachers Following Tutoring 40

VIII. EVALUATION OF PRACTICUM 43

Evaluation of Workshops by Leaders 43
Post Meeting Evaluation by Parents 44

Evaluation of Program by Parents 44
Evaluation of Tutoring Service by Teachers 46
Evaluation of Tutoring Service by the Assistant Principal 47
Summary 47

IX. INSTITUTIONALIZING THE RESULTS 49

X. FURTHER APPLICATIONS 50

XI. FOLLOW-UP 51

. . . . . .

Appendixes

A. KINDERGARTEN PARENTS' ORIENTATION MEETINGS 52

B. DIAL SCORE SHEET 55

C. TEACHER'S ASSESSMENT FORM 57

D. PRACTICUM SCHEMA 65

E. AGENDA FOR KINDERGARTEN PARENT VOLUNTEER TRAINING PROGRAM 67

F. KINDERGARTEN PARENT INVOLVEMENT PROGRAM 71

G. TUTORING ASSIGNMENT SHEET 73

H. SUMMARY OF KINDERGARTEN PARENT TRAINING MEETING 75

I. POST MEETING EVALUATION FORM FOR PARENTS 77

J. PARENT'S EVALUATION OF SERVICE 79

K. TEACHER'S EVALUATION OF SERVICE 81

L. ADMINISTRATOR'S EVALUATION OF SERVICE 84

BIBLIOGRAPHY 86

GLOSSARY OF TERMS 90

LIST OF TABLES

1. Distribution of Students' Delayed Skills on the DIAL as Represented by Scaled Scores 16
2. Distribution of Students According to Skills as Represented by Teacher Ratings on the Teacher's Assessment Form 17
3. Comparison of the Number of Hours Each Student was Tutored (Half-hour Sessions) 35
4. Prescreening and Post Screening Performance of Students on Skills Included in Tutoring Objectives 38
5. Prescreening and Post Screening Performance of Students on Skills not Included in Tutoring Objectives 39
6. Comparisons of Teachers' Ratings of Students' Skills Before and After Tutoring 41

ACKNOWLEDGMENTS

The author appreciates the contributions of many individuals in the development and execution of this introductory practicum. Without the encouragement of Dorothy Mulligan, who pioneered volunteerism in the Alexandria City Public Schools, the effort may never have been made. Susan Knecht, a school psychologist of rare vision and creativity, cannot be thanked enough for her generous participation in this program and for her thorough services to students, teachers, and parents of Mount Vernon Community Center School. Three of the most competent and cooperative kindergarten teachers in the school system are commended for their dedicated participation. Lastly, the parent volunteers who gave themselves to the kindergarten children cannot be overlooked. Laurie Counts, Priscilla Douglass, Lynn Fuller, Coleen Harlow, Carmen Lugo, and Chalice Oleksiewicz, "Thank you"!

CHAPTER I

BACKGROUND INFORMATION

Mount Vernon Community Center School is the largest of all elementary schools in Alexandria, Virginia. Many students come from families with two working parents. However, any day a visitor can see young mothers, with babies in their arms or toddlers tagging along, utilizing the school as a social center in addition to performing volunteer duties as room mothers or all-purpose helpers. The doors of the school are open to the public. The atmosphere conveys warmth, informality, and respect for all people.

Of all the elementary schools in the system, Mount Vernon's parents have shown the most interest in the annual kindergarten screening program.[1] Evidence of this interest has been demonstrated by many mothers who have volunteered their time as welcoming registrars during the screening each September. Also, most parents have accompanied their children to the screening.

During the fifth annual (1975) screening, known as Project Child Concern, 20 percent of the kindergarten students screened were identified as having developmental delays as measured by the Developmental Indicators for the Assessment of Learning (otherwise referred to as the DIAL).[2] The

[1]The kindergarten screening procedure was developed and organized by the author, who was actively involved in the screening process at Mount Vernon, among other schools, over the years.

[2]Carol D. Mardell and Dorothea S. Goldenberg, Developmental Indicators for the Assessment of Learning (Highland Park, Ill.: DIAL, Inc., 1975), pp. 1-63.

DIAL was used to screen children in the areas of gross motor, fine motor, concepts, and communication skills. The 20 percent cited also included students with suspected deficits in either hearing or vision. School personnel who screened students on the DIAL included the kindergarten teachers, school psychologist, school social worker, and speech pathologist. The school nurse screened the children for vision and hearing, with the assistance of the speech pathologist on the latter.

These professionals believed that screening alone was ineffective without appropriate follow-up activities. The staff recognized the differences in maturation and cultural experiences of the kindergarten children. However, they also recognized that such differences could quickly interfere with the educational, emotional, and social welfare of some of the students. Therefore, a concentrated effort was made by the staff to provide a variety of traditional follow-up services to the screening. Such activities included the required rescreening, further referral for psychoeducational assessments, on-going teacher consultation and classroom observation, and referral to appropriate community agencies or private practitioners. Yet, at the end of the school year the teachers continued to be concerned about the questionable progress of most of the developmentally delayed students whose deficits were not severe enough to warrant referral for further diagnosis and intervention. Their concerns were further reinforced when they learned, in accordance with their expectations, that all students with developmental delays had low stanine scores on the Metropolitan Readiness Tests administered in May 1976.

The teachers' interest was further supported by the administrative staff at Mount Vernon and the participants in the kindergarten screening and follow-up activities. While concentrated effort was being made to meet the individual needs of these students, the principal, the Director of

Elementary Education, and the Director of Pupil Services were busy responding to many parents of kindergarten students in the school. Parental concern focused on individualizing the kindergarten program to meet the needs of all students, including the academically advanced, average, and the developmentally delayed children. Responding to both internal and external interests, the staff, with support of active parents, planned and conducted a series of four orientation meetings for parents of incoming kindergarten students during July 1976 (appendix A). These meetings facilitated communication among parents, school staff, and central office staff. The primary recommendation of the participants was to encourage more parental involvement at the kindergarten level; this parental involvement was envisioned to be more productive than routine activities of room mothers. With this consensus in mind, the author proceeded to review the literature to become enlightened on organizing a task force of parent volunteers who would be trained to tutor kindergarten students needing development in skills and confidence necessary to help them succeed in kindergarten.

CHAPTER II

REVIEW OF RELATED LITERATURE

Early Identification Procedures

During the past few years there has been a proliferation of early childhood screening programs. The purpose herein is to look at some of the various kinds of screening procedures that have been implemented with young children, keeping in mind Hobbs' concept of wastage.[1] Essentially, Hobbs' term suggests that screenings are meaningless if appropriate interventions are not forthcoming for children needing special services and programs.

Believing that a preschool screening of entering kindergarten students would help teachers know students better once school began, Smith and Solanto established a four-fold procedure: (1) a lengthy parent questionnaire pertaining to the child's health history, physical development, interests, experiences, play habits, skills, attitudes, etc.; (2) a formal screening of the child; (3) a discussion of the results of the screening and feedback to the parent; and (4) training kindergarten teachers to plan remedial programs for children with identified deficiencies. In addition to assisting teachers in their work with children, the screening program facilitated parent-school communication, and the parents were viewed to be most receptive to discussing their children.[2]

[1]Nicholas Hobbs, The Futures of Children (San Francisco: Jossey-Bass Publishers, 1975), p. 96.

[2]Stanley A. Smith and Joseph R. Solanto, "An Approach to Preschool Evaluations," Psychology in the Schools 8 (April 1971): 142-47.

Darnell described an assessment procedure of the entering kindergarten child that drew on the parent's knowledge of their child and the teacher's need to develop a working inventory of each child's functioning at the start of the school year. The result was an early childhood education inventory, which involved both parents and teachers in assessing the child's developmental and learning processes throughout the school year. Parents were given the instrument prior to the start of school and returned it to the teacher on the first day of school. About six weeks before the end of the school year, the parents were asked to complete the same inventory again. Similarly, the teachers completed the inventory within the first weeks of school and at the same time the parents completed it later in the year. After each assessment, parents and teachers held private conferences to share their perceptions. Teachers preferred this procedure because the items on the inventory corresponded to their objectives for the child's development and learning. Parents liked it because of its clarity in describing the behaviors that served as guidelines for each child's development at the time.[1]

If large numbers of children with educationally handicapping conditions were to be identified, Lesiak believed that group screening measures could be conceptualized, implemented, and evaluated. His procedure utilized classroom teachers and aides as administrators of the tests, following minimal preservice training for them. Also, he selected instruments that provided data on a particular handicap. The instruments eventually included a combination of group measures, individual tests modified for group administration, and new experimental materials. The sequence of the

---

[1]C. Deane Darnell, "A Parent-Teacher Joint Assessment of the Entering Kindergarten Child," paper presented at the 84th annual meeting of the American Psychological Association, Washington, D.C., 6 September 1976.

screening procedure included: (1) combining group measures and teacher nominations to serve as initial identification of children of below average ability; (2) further evaluating these children by aides on other measures; and (3) requesting the services of the school psychologist when scores remained low on these latter measures. Lesiak noted that programming implications could be drawn from the test results. If large numbers of students had inadequate skills in some area, curriculum adjustments could be made. He also noted that teacher involvement in administering the test battery might result in greater receptivity of the school psychologist's recommendations.[1]

Direct and systematic observation, free of teacher bias, has been another promising technique of identifying young children at risk.[2] High risk children identified early in kindergarten on the basis of four clusters of observable behavior were later evaluated at the end of first grade.[3] Teachers' ratings and individual achievement test scores confirmed, in part, predictive validity of the four clusters. The emphasis here was on a procedure rather than intervention.

In their exposé of early intervention programs, Schrag and Divoky cited an elaborate screening procedure used in an elementary school. In this program of teaching strategies based on diagnostic educational grouping, all students were screened and followed-up by the time they

---

[1]Walter J. Lesiak, Jr., "Screening Primary-grade Children for Educational Handicaps: A Teacher-administered Battery," Psychology in the Schools 10 (January 1973): 88-101.

[2]Steven R. Forness, Donald Guthrie, and Robert J. Hall, "Follow-up of High-risk Children Identified in Kindergarten Through Direct Classroom Observation," Psychology in the Schools 13 (January 1976): 45-49.

[3]The authors defined the four clusters as Verbal Positive (VP), Attend (AT), Not Attend (NA), and Disrupt (D).

completed kindergarten. The test battery claimed to measure all aspects of development (i.e., motor, social, personal, linguistic, as well as visual and auditory decoding processes, intelligence, and emotional stability). As much information as possible was collected on how the children grew and was then put into a form that teachers were able to understand and use. This diagnostic educational grouping was based on Freudian principles and then translated into educational jargon. The procedure was regarded as an all-purpose screening for vulnerable children who might be potential failures in life; this was another project focusing on early screening and diagnosis. Albeit, there was a lack of any scientific soundness to the method.[1]

The above illustrate five different types of early childhood screenings. Survey of the literature suggests that most American public school children are exposed to some type of assessment at the start of their school careers.

Parent Involvement and Volunteerism

The Primary Mental Health Project, which began in 1958, initially developed the means to identify children who functioned ineffectively in school and demonstrated that if these children were ignored their future careers were impaired. This project has developed and expanded over the years with federal funding. Recent developments included the recruitment and training of housewives to serve as aides to maladjusted students. The aides were chosen for their warmth, interest in children, and their helping reflexes. After a six-week training period, the aides worked half-time with the children in activities ranging from free play and recreation to direct

---

[1]Peter Schrag and Diane Divoky, The Myth of the Hyperactive Child (New York: Pantheon Books, 1975), pp. 108-13.

educational functions. Evaluations have indicated that this program was effective in the eyes of both aides and teachers. The experience showed that these aides were particularly effective as helpers to young, maladjusted children.[1]

Ryan cited that many significant developments in education, as well as among other public agencies, have resulted through the efforts of volunteers. Her description of the LINC program stressed the belief that successful programs require active, meaningful citizen participation. The aims of the LINC volunteer program included the following:

- to provide additional staff in all area [sic] of the program, thus increasing the effectiveness of the paid staff.
- to give interest [sic] local citizens, including the parents of children, an opportunity to participate in the program.
- to establish a systemized method of mobilizing community resources for the expansion and improvement of all parts of the program.
- to build better understanding of child care programs and to stimulate widespread citizen support for improved services in education, health and welfare for children and their families.
- to expand resources available to participating families in the program.[2]

Ryan further presented an adequate description of various forms, from applications to evaluations, used in the LINC program;[3] also, her discussion of recruitment, training, and volunteer roles was enlightening. Self-recruitment, informal or general recruitment, and planned recruitment (through personal contact) were clarified. She advocated a twofold evaluation. She stated that organizations should evaluate the volunteer's performance and the volunteers should evaluate the volunteer program.[4]

---

[1]Emory L. Cowan; Darwin Door; Louis D. Izzo; Angelo Madonia; and Mary Ann Trost, "The Primary Mental Health Project: A New Way to Conceptualize and Deliver School Mental Health Service," Psychology in the Schools 8 (July 1971): 216-25.

[2]Janice Ryan, Idea Exchange: Volunteerism (Bethesda, Md.: ERIC Document Reproduction Service, ED 114 185, 1974), p. 29.

[3]Ibid., appendixes.

[4]Ibid., pp. 12-15.

Other parent involvement techniques, aside from volunteerism, focus on parent training programs. One such program aimed to improve communication between home and school, to stimulate interest in parent involvement with the school, and to give alternative methods of dealing with children's behaviors which concerned parents. The vehicle was a six-week parent discussion group. Suggestions for how to involve parents in this activity included: (1) assessing the needs of parents on back-to-school night; (2) using the homes of parents as meeting places; (3) planning night meetings; (4) asking parents to help build materials for use in the classroom; (5) visiting the homes of students; and (6) asking qualified parents, who were trained in leading discussion groups, to serve as group leaders.[1]

Lempert described a pilot study which sought to determine the feasibility of establishing a learning clinic staffed by supervised parent volunteers in an elementary school. The study focused on learning disabled and/or emotionally disturbed, culturally disadvantaged students in the primary grades. The main criteria for recruitment of volunteers were flexibility, motivation, reliability, and potential ability to cooperate with the staff. Although priority was given to former teachers, this prior experience was sometimes found to be a drawback, particularly if the volunteer had expectations that the child should conform to the system. A sense of humor and common sense were other attributes for volunteers to have. During training, volunteers were expected to learn to adapt tasks to each child's needs at his/her particular stage of development; training sessions included discussions of behaviors, readings, procedures,

---

[1]Castro Valley Unified School District, California, Parent Training (Bethesda, Md.: ERIC Document Reproduction Service, ED 109 855, 1974), p. 7.

staff meetings, and conferences. The volunteers worked with students, identified through teachers' ratings, during remedial sessions on language, fine and gross motor skills, perceptual development, social skills and reading. Classroom teachers participated occasionally in the remedial sessions but were unable to attend monthly staff meetings. However, the teachers reported positive personality and behavioral changes for some children, general progress in reading, but little progress in math. The project created a group of semitrained volunteers, who were available for future work, but who were still in need of some guidance and supervision.[1]

Additional aspects involved in securing parent participation in school activities were cited by Elliott. He viewed solid administrative support as essential for an effective parent involvement program. Elliott viewed administrative support from the building principal and central office staff as important in preliminary planning, coordination of resources, contacting resources, scheduling activities, troubleshooting, and evaluating the program.[2]

Two exemplary programs recently examined the use of parents in educational strategies that had a direct effect on children. Kempner, while focusing on the preschool child, structured a parent participation program whereby mothers learned to understand their children through the guidance provided by a trained teacher, classroom observations, and discussion groups. Her emphasis was on intervention prior to kindergarten and involved the training of parents to intervene educationally on behalf of

---

[1]Henrietta Lempert, "Volunteers as Tutors of Exceptional Children," Psychology in the Schools 8 (April 1971): 129-34.

[2]David L. Elliott, Project SS: Parent Participation in the Elementary School (Bethesda, Md.: ERIC Document Reproduction Service, ED 071 751, 1972), p. 14.

their own children. Kempner established specific goals for both the teacher and parents in their work with the children. The needs of the students were identified through a screening program; the children were from known families with histories of problems in reading or language development. The parents who participated had a real need to become part of the program.[1]

Fishman also integrated the needs of children identified through screening procedures with a training program for parent volunteers in an effort to intervene early to prevent potential learning disabilities in young primary grade children. Her selection of both students and parent volunteers, process for establishing objectives for the students, and planning of training sessions for the volunteers were noteworthy.[2]

Summary

The review of related literature helped to integrate the potential usefulness of early identification procedures with intervention strategies utilizing parents as resources for working with children. This is the spirit with which the parent involvement program in Alexandria was envisioned. The conceptual framework was growth-oriented and emphasized the planning of developmentally appropriate educational strategies for children.

---

[1]Alice Kempner, "Model Parent Participation Program," presentation of a practicum at NOVA University's combined Ed.D. summer institute for community college and educational leaders, Hollywood, Florida, 2 August 1976.

[2]Sheila Fishman, Development of a Program to Meet the Needs of Young Children with Potential Learning Disabilities (Bethesda, Md.: ERIC Document Reproduction Service, ED 089 481, 1973), pp. 1-108.

CHAPTER III

NEEDS ASSESSMENT

Students Screened on the DIAL

One hundred and twenty-six kindergarten pupils were screened at Mount Vernon Community Center School during the sixth annual Project Child Concern in September 1976. Forty-five pupils required follow-up services for either one or more developmental delays on the DIAL (appendix B), or for suspected deficits in either vision or hearing which were also screened. Of this number, thirteen were quickly excluded from the target group because of the possibility of suspected auditory or visual problems; among the thirteen were those also identified as delayed on the communications area of the DIAL. These latter students were scheduled to receive further evaluations in speech and/or language by the speech pathologist. At this particular stage of the needs assessment, thirty-two children were to be followed up according to DIAL procedures:

- if a student was screened as delayed in one area on the DIAL, teachers and parents were given feedback on the child's specific weakness(es), as well as strengths, and were also given suggesticns to help improve the skills
- if a student was screened as delayed in two areas on the DIAL, the student was reDIALed witnin a few weeks in the delayed areas only

. if a student was screened as delayed in three or four areas on the DIAL, the screening was followed up with a referral for a complete diagnostic evaluation[1]

After these activities, the target group was reduced to twenty-one students.[2] This group included students with confirmed delays in fine motor and/or concepts areas on the DIAL. Considering the individual differences among these delayed students, they were viewed as needing help in specific skills if they received scaled scores of either 0, 1, or 2. Additional conferences with the students' teachers and parents were held and concrete suggestions were given to help the students develop their skills. At this stage these students were cited as potential candidates for individual tutoring by trained parent volunteers. In previous years, similarly identified students remained in the classroom and received as much individual instruction as possible. Toward the end of kindergarten teachers usually referred most of these children to the diagnostic-prescriptive teacher and/or to the school psychologist in order to ascertain appropriate placement for the next year. Although the teachers understood that individual children develop different skills at different rates, this understanding did not answer the question, "Why were the children screened if nothing additional was done for them during the school year?" To try to avoid the self-fulfilling prophecy of limited achievement and low self-esteem for these frequently forgotten children, particularly after a multidisciplinary team had identified them, an effort toward positive intervention was being made at this school.

---

[1] Mardell and Goldenberg, Developmental Indicators for the Assessment of Learning, pp. 59-61.

[3] Some students responded more positively to the rescreening than they did under the conditions of the initial screening. These results indicated that when given a second chance, eleven students performed adequately.

Students Rated by Their Teachers

At the time of the kindergarten screening, the teachers rated each student on the Teacher's Assessment Form (appendix C).[1] All parents who accompanied their children to the screening were asked to rate their children on the same instrument; this served as an appropriate activity for parents while the screening was in process.[2] Some of the behaviors on this scale appeared to correspond to behaviors measured by the DIAL. Rather than rely only on the DIAL performances or teachers' ratings, the needs of the students were confirmed by the use of both measures. Evidence of teacher confirmation of a developmental delay on the DIAL was judged to be adequate when she ascribed a rating of 1 or 2, or viewed the behavior as absent from the student's repertoire (i.e., a rating of 0) on the Teacher's Assessment Form.

Final Selection of Students

In addition to the above procedures, the teachers used the first nine weeks of school to work with all identified students to further ascertain and clarify their particular needs. This fit into their schema for all pupils. By November, a target group of nineteen students was clearly identified. However, additional factors prevented the proposed intervention strategy from touching the lives of all nineteen. The number of parent volunteers being trained and the time of day they were able to tutor realistically limited the

---

[1] This instrument was reproduced and used with the permission of C. Deane Darnell, Ph.D. When Dr. Darnell used this instrument in the Jefferson County Public Schools, Lakewood, Colorado, the form was referred to as the Parent's Assessment.

[2] Parents' ratings were not used in the final design. Among the final eight students only one's parent completed the form when she accompanied her child to the screening. Efforts to have the parents complete the forms later resulted in no cooperation among the parents of these students. While parents' ratings would have strengthened the project, the constraints were prohibitive.

extent of the intervention. Eight students were finally selected as the group to receive individual tutoring in specific skills (table 1 and table 2) by trained parent volunteers. These final eight students do not include one child who was dropped from tutoring after the first month because of emotional problems, or one student (not among the delayed group) who attended the tutoring sessions with another student to help the latter adjust optimally to tutoring.

TABLE 1

DISTRIBUTION OF STUDENTS' DELAYED SKILLS ON THE DIAL AS REPRESENTED BY SCALED SCORES

DIAL Areas with Specific Skills

Students / Skills	Fine Motor					Concepts					
	Building	Cutting	Copying Shapes	Copying Letters	Touching Fingers	Sorting Blocks	Naming Colors	Counting	Positioning	Following Directions	Identifying Concepts
A			2	1							
B	2		2	1							
C	1	2	2	1	0	0	2	2		1	
D			1	1	0						
E				1			1	1			
F							2	2	1	1	1
G		1	1	1		0	0				
H			1	1							

TABLE 2

DISTRIBUTION OF STUDENTS ACCORDING TO SKILLS AS REPRESENTED BY TEACHER RATINGS ON THE TEACHER'S ASSESSMENT FORM

Students	Skills on the Teacher's Assessment Form				
	Eye-hand Coordination	Recognizing Colors	Numbers	Following Directions	Vocabulary Usage
A	2				
B	1				
C	1	1	1	2	
D	1				
E	2	1	0		
F		2	2	2	2
G	2	0	0		
H	1				

CHAPTER IV

OBJECTIVES

First Objective

For all of the kindergarten students tutored by trained parent volunteers, two-thirds of all the tutoring objectives set for each student will be met by May 1977 as measured by the DIAL, when compared to the students' performances on the DIAL in September 1976.

Second Objective

All of the kindergarten students tutored by trained parent volunteers will receive increased ratings on behaviors corresponding to tutoring objectives that were successfully met by their teachers on the Teacher's Assessment Form in May 1977, as compared to their teachers' ratings in September 1976 on the same instrument.

CHAPTER V

STRATEGY

The strategy (appendix D) that evolved to implement the Mount Vernon kindergarten parent involvement program was based on information gleaned from the literature. The following rather basic realities within the school and community were considered: (1) the number of identified students; (2) whether or not these students attended the morning or afternoon sessions; (3) the degree of parent cooperation in respect to consenting to their children being tutored; (4) the number of parent volunteers; (5) whether or not these volunteers could schedule their tutoring time during the morning or afternoon; (6) the degree of teacher interest and support; (7) the degree of administrative support; and (8) the amount of time the resource staff of the school could devote to the program. Once these basic and important matters were worked through over a period of time, the strategy to meet the objectives became clear. The primary components of the strategy included: (1) the identification and selection of the students; (2) the recruitment and selection of the parent volunteers; (3) the training sequence for the parent volunteers; and (4) the procedure of tutoring by objectives.

Identification and Selection of Students

The identification of developmentally delayed kindergarten students was accomplished through the annual Project Child Concern at the school. This posed no problem because the procedure was well established within the school and system; the DIAL was used for the third straight year by the staff. In

order to corroborate the students' performances on the DIAL, another measure was sought other than conversational statements by teachers during conferences. Thus, an additional component to the identification of developmentally delayed students was the teachers' ratings of the students on the Teacher's Assessment Form. These completed forms also served as communication vehicles for teachers and some parents at the beginning and end of the school year.

The selection of the students to be tutored resulted from an elimination process that included the following: (1) the students earned scaled scores of 0, 1, or 2 on specific skills of the DIAL and were similarly rated[1] (0, 1, or 2 on a scale of 1 through 5)[2] by their teachers on the Teacher's Assessment Form; (2) the students were known to be free of visual or auditory deficits; (3) the students were believed to be free of emotional adjustment problems; (4) the students were judged to be capable of learning, as those with suspected intellectual deficits were not considered; (5) the students' parents did not object to the tutoring; and (6) the students did not show improvements in designated skill areas when reDIALed during the first nine weeks of school.

The students finally selected were believed to be those who would be responsive to additional one-to-one tutoring by an interested and supportive adult. The students were not as developmentally ready as their peers, but they were not considered to be handicapped either; suspected educationally handicapped children were referred for services through routine channels.

---

[1]Because of the differences in the scaled score values of the DIAL and the ratings on the Teacher's Assessment Form, exact numerical values for specific skills or behaviors on both measures were not required.

[2]When a teacher was unable to rate the student because the skill was not evident to even the smallest degree, she ascribed a 0 to that skill.

School personnel were most reluctant to label these students at the time, but they believed the children were in need of intervention to build upon their strengths and remediate weaknesses. The staff was obliged to provide appropriate follow-up services to these pupils if the screening procedure was to be more than an end in itself.

Recruitment and Selection of Parent Volunteers

Recruitment of parent volunteers began with kindergarten parent orientation meetings during July 1976 (appendix A), continued through kindergarten registration, and culminated during the actual screening. The latter proved most effective because the parents became aware of the screening procedure, the skills screened, and had the opportunity to confer with the staff about the training sequence and tutoring. Thirty-four parents expressed interest in the training program and subsequent tutoring by signing a mailing list. They were later informed when the program was to start. It was advertised with a dual focus in mind. First, the parents were told they would be trained to understand the objectives of the kindergarten curriculum and to tutor students who were weak in some specific skills. Second, they were told that they would receive basic parenting skills training that could broaden their perspectives as parents and as tutors.

Kindergarten parents were specifically recruited because the kindergarten teachers wanted parents of their students actively involved in constructive classroom and school activities. The intent was to organize a nucleus of parent volunteers at the kindergarten level. Hopefully, this group would continue to work the next year with the same students (if needed) or others; also, they could serve as resources to future parent volunteers.

Two major factors influenced the final selection of the parent volunteers. First, staff time allowed for the series of training workshops

to be held only once a week from 9:30 A.M. to 11:15 A.M. Second, once the training schedule (appendix E) was distributed, and parents came to the initial meeting to learn of the demands on their time for tutoring throughout the year, several became unable to commit themselves to the task. Through this process of elimination, a nucleus of six dedicated parents was identified. They had the approval of the teachers with whom they were to work and the support of the assistant principal, who was selected by the principal to monitor the program. Other parents who wanted to learn about the kindergarten curriculum, activities for children, and parenting skills were welcomed to participate in the training workshops.[1]

The volunteer group consisted of two former elementary school teachers; one had actually taught kindergarten for four years. Other backgrounds included nursing, service in the United States Air Force, landscape architecture, and homemaking. Only one parent had extensive experience in discussion groups. Also, only one other parent attended the summer orientation workshops. All were mothers of either one or two children. Their interests included tennis, reading, stitchery, crocheting, cooking, foreign languages, dancing, elementary education, and gardening. Among the issues they wanted to discuss during the training sequence were: (1) how to involve more parents in the education of their children; (2) helping parents to realize that their skills could augment existing school resources for the benefit of all children; (3) how to cope with different behavior patterns of children; and (4) normal development of children with a focus on sibling and peer interactions. Two

---

[1]Four additional parents sporadically attended the meetings. They participated in all activities, including evaluation of the workshops; however, their feedback is not included herein.

mothers expressed a need for babysitting services for their younger children while they participated in the workshops.[1]

Training Sequence for Parent Volunteers

The training sequence was planned and organized by the author in conjunction with the school psychologist at Mount Vernon (appendix E). With the input of the kindergarten teachers, assistant principal, and principal, the aim of the training sequence was to teach the parent volunteers how to tutor by objectives written by the teachers. To facilitate the volunteers' understanding of specific skills to be taught, school personnel focused on basic objectives of the kindergarten curriculum. To make this learning experience meaningful, the three teachers each led one workshop, the principal led part of one session, and the school psychologist and author served as co-facilitators. The school's diagnostic-prescriptive teacher and the city-wide elementary supervisor also served as workshop leaders. This phase of the training sequence was conceptualized as seven consecutive two-hour workshops held on Tuesday mornings.

A second phase of the training sequence was planned to enhance the volunteers' understanding of their parenting role, while providing them with new skills they could use with the students they would tutor. This part of the training was also to be led by the school psychologist and author on seven additional Tuesday mornings from 9:30 A.M. to 11:00 A.M. The co-leaders selected an abbreviated course of one recommended by Abidin,[2] whose materials

---

[1] Information was obtained via a brief form the parents completed during the first training meeting (appendix F).

[2] Richard R. Abidin, Parenting Skills: Trainer's Manual (New York: Human Sciences Press, 1976) and Richard R. Abidin, Parenting Skills Workbook (New York: Human Sciences Press, 1976).

were chosen for structure, simplicity, eclectism, and economic value. This instruction was perceived as having the potential to help the volunteers grow as parents, while at the same time assisting them in understanding and relating to children.

The overall strategy included one more aspect. On-call consultation for the parent volunteers was built into the program. The author and school psychologist each served as consultants throughout the year for three parent volunteers. This was considered to be an informal part of the training sequence; in addition, it provided a support mechanism for the volunteers if they came up against any obstacles. At such times, the consultants suggested alternative strategies for working with the children.

Tutoring by Objectives

Assuming that the DIAL provided each student with the opportunity to attempt skills to be learned (if not already acquired) in kindergarten, and that the teachers' ratings corroborated to some degree the presence or absence of such skills, the ultimate goal of the tutoring was to increase each student's weak skills. For example, if a student was unable to identify his/her colors, the goal for the student's tutor was to teach the colors over a reasonable period of time until the student could correctly identify them. To assist the tutors, each teacher provided her volunteers specific objectives and activities for each student (appendix G).

Essentially, the tutoring objectives and activities were structured for the parent volunteers, based on the needs of the students, and were monitored by the volunteers and ultimately by the teachers on a continuing basis.

CHAPTER VI

PROCEDURE

Training Sequence for Parent Volunteers

A series of sixteen training workshops were conducted to meet the first objective. The workshops were planned and conducted by the three kindergarten teachers, school psychologist, principal, elementary supervisor, diagnostic-prescriptive teacher, and the author. The workshops were held on Tuesday mornings from 9:30 A.M. to 11:30 A.M. from 19 October 1976 through 15 February 1977 in the meeting room of the Duncan Memorial Library adjacent to Mount Vernon Community Center School.[1]

The series of workshops was designed with a compatible, but dual, focus in mind. The first nine workshops were related to the kindergarten child's learning processes in relation to the curriculum and on-going concerns about the function and ethics of parent volunteer work in the school. The last seven workshops were organized according to suggestions contained in a parenting skills program; these workshops emphasized the parental role in understanding and managing children. This second portion of the training sequence served as a pragmatic lure for volunteers who wanted to understand their relationships with their own children; at the same time the content was applicable to tutoring kindergarten students.

---

[1]The last seven workshops were held from 9:30 A.M. to 11:00 A.M. and some of these were held in the homes of some of the participants because the room in the library was not available each week.

Babysitting arrangements in the broadest sense were made for the participating mothers by the staff. A play area was set aside in the room for three toddlers who were eyed by a school psychologist intern when they were not attached to their mothers.

Workshop I: Working with Children in the Schools

The school psychologist and the author co-led this introductory discussion, which centered on the rationale for training volunteer parent tutors. Expectations for participation, needs of the students to be tutored, and ethics of tutoring were also discussed. After the parents arrived, settled their toddlers in the play area, and became acquainted with the co-leaders, they responded to a brief form (appendix F) which they were soon asked to voluntarily share with the group. The co-leaders guided the six parents to bring their own experiences into the discussion.[1] The future tutors were further encouraged to consider the wide range of individual differences between children including their activity levels, motivation, and backgrounds.

Some of the points stressed in the discussion about tutoring ethics included: (1) the tutor reinforces the skills taught by the teacher; (2) the teacher makes the major instructional decisions for the student; (3) the tutor's main line of communication is with the teacher; (4) the tutor may hear some information from the child that may be personal, at which time the tutor listens; (5) should there be concern about this information, the tutor should discuss it with the teacher; (6) the tutor should not work with children of friends or neighbors, or with friends of their own children; and (7) the tutor

[1]Ten parents attended the first meeting; however, the six cited became the tutors. All future references to the number of parents in attendance are to the parents who were the volunteers.

should avoid discussion of her interaction with students with anyone but the school staff involved in the project.[1]

During the second half of this meeting, the principal of the school was the guest speaker. She presented an overview of the modes of communication between school personnel and the home. Her points reinforced those mentioned earlier, particularly in reference to her expectations for maintaining clear lines of communication between the tutors and teachers. Furthermore, she explained her educational philosophy to the participants and gave them an overview of all the resources available to the school.

Workshop II: Working with Children in the Schools

This second session was also co-led by the school psychologist and the author. Following a movie[2] and discussion related to the film, the concept of relating to a child as an individual was emphasized. Steps to effectively establish rapport were presented, as were examples of the use of appropriate verbal and concrete reinforcement during tutoring. The diagnostic-prescriptive teacher and two of her students demonstrated these concepts through playing a game of matching shapes against time. The five parents participated eagerly in a discussion and shared relevant ideas about relating

---

[1]Marti King, et al., "Pre-service Orientation Guide for Volunteers in Prince George's County Schools," Lanham, Md., n.d. Volunteers in Education, A Coordinator's How-to-Do Handbook (Washington, D.C.: United States Office of Education, 1971), pp. 32-38.

[2]Understanding Children's Play, Vassar College. Black and white, sound, 11 minutes. This 1948 film showed how adults can understand and help children through observation of their use of toys and play materials. The film stressed that the adult should watch and listen to each child at play in order to learn how to help the child grow and develop in his/her own way. Although it presented a panorama of a nursery school room, its topic was relevant to the workshop.

to children. The demonstration elicited many viewpoints which the co-leaders summarized with the assistance of the guest teacher.

Workshop III: Math Workshop

One of the kindergarten teachers led this workshop. She displayed many of the manipulative materials used in her classroom. She shared the purposes behind their use and explained how easily some materials were made from household items. The sequence of a child's math learning experiences in kindergarten were clarified through her description of classification activities and properties of sets. Her demonstration was relevant for the tutors in respect to the students to be tutored and to their own children as well. The five parents were enthusiastic and they recorded how to make the displayed materials for immediate and future use.

Workshop IV: Reading Workshop

The elementary supervisor discussed skills involved in learning how to read within a developmental framework. She clarified different aspects of reading readiness and presented two packets of materials to each of the five volunteers present. These were materials to enable them to work with students on reading readiness activities. The language experience approach to teaching reading was reviewed and the supervisor gave concrete examples of language experience activities.

Workshop V: Writing Workshop

The second of the three kindergarten teachers led this workshop which focused on fine motor development and activities that enable children to develop such skills. The teacher assisted the six parent volunteers in making materials to use with the students. In the course of the activity, the teacher explained both gross and fine motor development; also, she tried to

set appropriate expectations for the volunteers in respect to the abilities of the students to be tutored. This activity-oriented workshop integrated concepts of the previous math and reading workshops. The teacher demonstrated how certain activities and materials were used to develop skills in several areas of functioning. At the conclusion of this workshop the parents volunteered to maintain a cooperative storehouse of materials at the school for all of them to use with the children they would tutor.

Workshop VI: Social Development and Overview[1]

The third kindergarten teacher led this workshop with the support of the school psychologist. A film of a kindergarten program in the Alexandria City Public Schools was shown.[2] The teacher pointed out how she used natural situations, as depicted in the film, to create learning experiences for children. She discussed with the five parents the socialization process, citing activities she structured in the classroom to facilitate peer interaction.

---

[1]A creativity workshop had been scheduled but the leader became ill on the morning of the workshop and a substitute leader could not be found on such short notice. This workshop was scheduled two days before Thanksgiving and only two parents attended. They believed they had enough creative ideas for activities; however, they suggested that a final decision be deferred until the next workshop when all the participants could provide their input. The school psychologist and the author used the time with these two parents to clarify issues, since they were now in the process of familiarizing themselves with the children they would tutor through observation and participation in classroom activities.

[2]Starting School, Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611. 16mm color-sound, 14 minutes. This 1973 film, produced in collaboration with Jimmy E. Nations, Ed.D., Department of Curriculum and Instruction, Montgomery County Public Schools, Maryland, spans a typical session in a kindergarten classroom. The narration by the teacher clarifies the significance of each learning activity experienced by the children in the film.

When the group was asked about their need for a workshop on creativity, they concluded that there was no further need. As some parents had become involved in the classrooms to get acquainted with their students, they admitted that they were becoming anxious about their commitments. It was decided to structure the remaining meetings before the winter holiday around supporting the volunteers in the relationships they would encounter with the children. Therefore, the planned strategy was changed. Seven workshops had been planned for this phase of the training sequence (appendix E). One had been eliminated and the volunteers requested three more workshops that would enable them to work better with students. Everyone also believed that the winter holiday would be a natural break between the two training phases of the sequence.

Workshop VII: Helping Children with Schoolwork

The author led this meeting and previewed a supplementary chapter of Parenting Skills.[1] By focusing on affective needs of the children to be tutored, examples of practical situations were presented. The five volunteers present responded to these hypothetical situations. The discussion centered on possible relationships that the tutors could encounter with the students. The volunteers' participation revealed their concerns for the individual students they would tutor. The school psychologist, in a consulting capacity, assisted the leader in reassuring the volunteers about the specific needs of the students to be tutored.

Workshop VIII: Individual Consultation with Volunteers

The school psychologist and the author each scheduled individual conferences with three volunteers. For the remainder of the project, these

[1]Abidin, Parenting Skills: Trainer's Manual, pp. 121-25.

resource people were designated to advise the volunteers on all concerns that could possibly arise. Both advisers were available to the volunteers either by telephone or face-to-face. Of particular concern for all parties involved during consultation was the varied specificity of the tutoring objectives and suggested activities assigned by the teachers. The advisers helped the volunteers to elaborate upon the variety of activities that could be used to meet objectives; however, the objectives were not altered.

Workshop IX: Individual Consultation with Volunteers

This was an optional meeting conducted like Workshop VIII. The two volunteers who attended needed further reassurance about their roles as tutors. The consultation covered the same concerns of the previous week.

Workshop X through Workshop XVI: Parenting Skills

Abidin recommended specific, short courses for certain situations.[1] The school psychologist and the author selected an abbreviated version of one of the suggested short courses to meet the specific needs of the parent volunteers. Beginning 4 January 1977, the workshops started at 9:30 A.M. and ended at 11:00 A.M. every Tuesday morning through 15 February 1977. The first twenty minutes were spent reviewing the previous lesson. Forty minutes were then allotted for teaching the new lesson. New ideas were discussed during the last thirty minutes of each workshop. The school psychologist, with the author's assistance, led the following units from the Parenting Skills: Trainer's Manual and the parent volunteers worked on the corresponding assignments in the Parenting Skills Workbook:

---

[1]Ibid., pp. 5-7.

Workshop X

"The first major key: I am worthwhile - I am lovable

"The second major key: I am competent - I am responsible"

Workshop XI

"Discipline"

Workshop XII

"Managing children's behavior: Part I - Who owns the problem and solving conflicts"

Workshop XIII

"Managing children's behavior: Part II - Using behavior modification principles"

Workshop XIV

"Managing children's behavior: Part III - Consequences that increase and decrease behavior and selecting behaviors to change"

Workshop XV

"Managing children's behavior: Part IV - Recording behavior and setting the consequences"

Workshop XVI

"Managing children's behavior: Part V - Using behavior modification principles"

All workshops were held in an informal atmosphere, either in the meeting room of the public library or in the homes of volunteers when the group could not be accommodated by library personnel. Attendance at the workshops on parenting skills varied little; between three and five volunteers

attended each meeting. One of the six volunteers was unable to attend any of these latter meetings because she worked. Two mothers were in the early stages of pregnancy at this time; one of these volunteers had complications which interferred with her overall involvement in the program. Illnesses of the parents' children during the winter months also prevented perfect attendance each time. These natural interferences also carried over into the actual tutoring.

Tutoring by Objectives

The primary procedure used to meet both the first and second objectives was the actual individual tutoring. Following all phases of the needs assessment, the kindergarten teachers helped select pupils with specific delays in the fine motor and concept areas of the DIAL. Deficits in gross motor skills were not evident when the children were reDIALed. Students with a delay in the communications area were referred to the speech pathologist. Within the fine motor and concepts areas, specific skills were identified for each pupil selected for tutoring. The teachers wrote specific objectives and activities to reach these objectives for each student (appendix G). By late November, the volunteers received this information on students assigned to them.

Four of the six parent volunteers tutored one student, while two volunteers tutored two students. The volunteers were assigned to students who were unfamiliar to them and their children. From late November up to the winter holiday, the parent volunteers became acquainted with their students through observing them and interacting with them in the classrooms. Depending upon the degree of rapport established between tutor and student, actual tutoring began at different times.

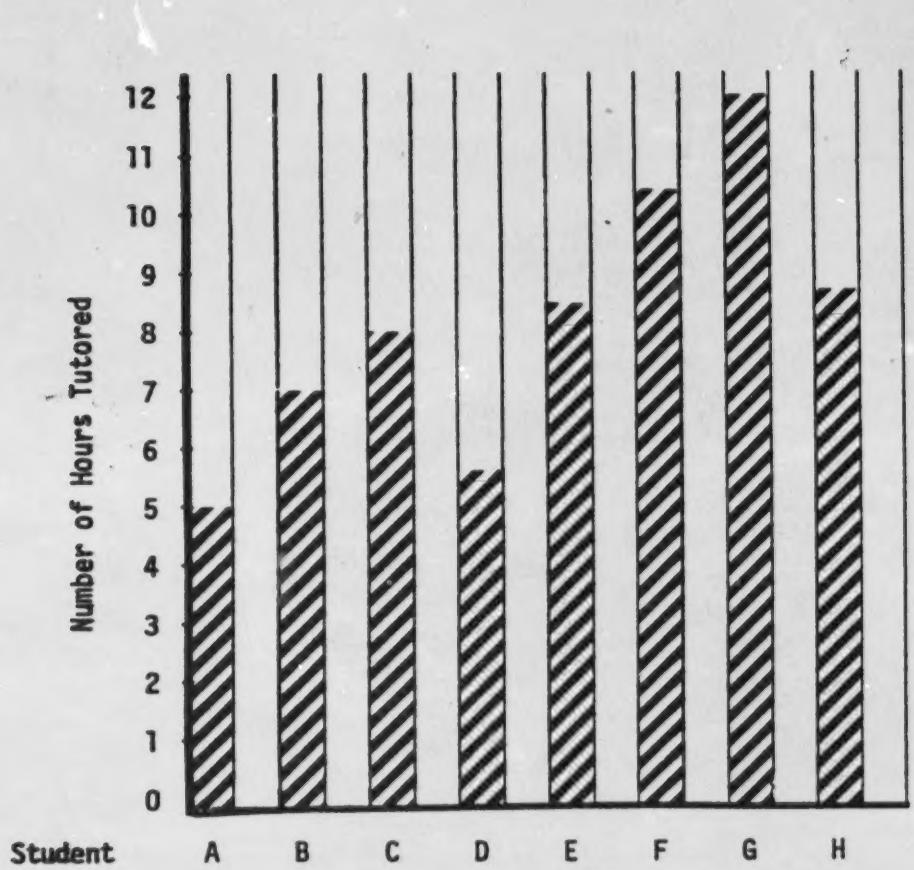
The volunteers were initially expected to tutor students twice each week for periods approximating twenty minutes. In actuality, the students were tutored once or twice each week; some students' absences prevented tutoring even once a week. The average length of time for each tutoring session was reported to be thirty minutes. Table 3 illustrates the cumulative time spent tutoring each student through 30 April 1977. The length of tutoring also varied according to the child's needs and his/her rate of progress in acquiring and mastering the prescribed skills. When a student acquired a specific skill, based on criteria selected by the teacher, the particular objective was judged to be met. The tutor then shifted to work on other specified skills; at the same time the acquired skill was reinforced.

When all objectives for a pupil were judged to have been met by the teacher in conjunction with the tutor, the tutoring was expected to stop; however, tutoring did not stop prior to 20 April 1977 for any pupil because of all circumstances which prevented regularly scheduled tutoring. All tutors worked with their assigned students through April (the time line for this project) and some tutored until the end of the school year.

The kindergarten teachers were familiar with setting objectives for students since this procedure was congruent with the assistant principal's expectations of them; however, the specific objectives written for the students varied with the style of each teacher. The assistant principal and the author worked steadily with the teachers to improve the clarity and precision of some objectives. The teacher who wrote the most general objectives and provided the tutors with a minimum of activities became severely ill during the year. She was on extended leave of absence, but this did not seem to have an adverse effect on the tutors or students. The two advisers and other kindergarten teachers assisted the tutors in understanding her objectives and in expanding

TABLE 3

COMPARISON OF THE NUMBER OF HOURS EACH STUDENT WAS TUTORED (HALF-HOUR SESSIONS)



activities to meet the objectives. Another teacher's style was appreciated by the tutors; she wrote clear, detailed objectives and provided many suggestions for activities. In contrast, the third teacher wrote adequate objectives, but she was most approachable for discussions with the tutors; the volunteers were able to bolster her written objectives and activities through direct interaction. The school psychologist and the author also worked with the volunteers to help them clearly describe each student's performance at each tutoring session (appendix G).

CHAPTER VII

EVALUATION OF STUDENT PERFORMANCE

Students Post Screened on the DIAL

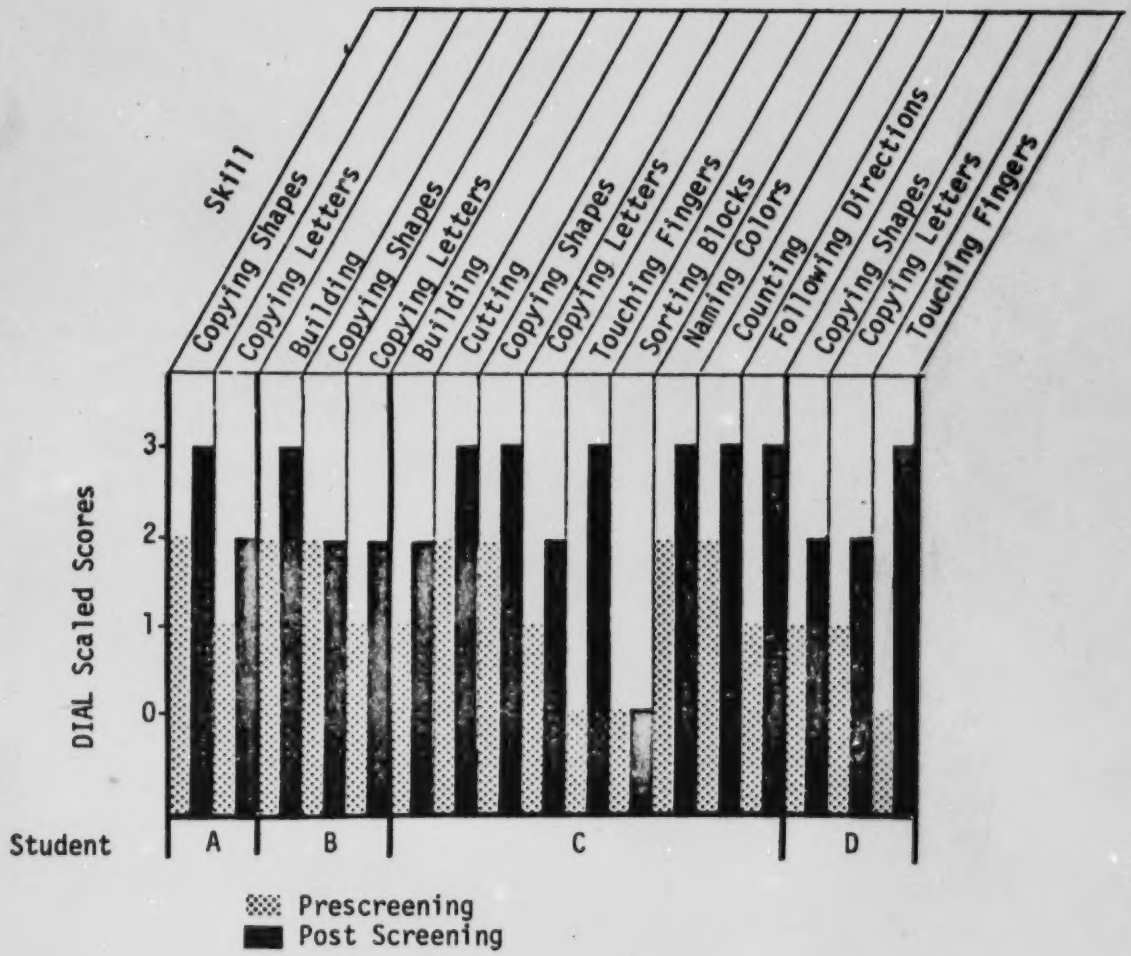
Table 4 summarizes data which indicate that the first objective was met. Gains in specific skills were made by all eight students, regardless of the number of times the students were tutored, the precision of the tutoring objectives and/or anecdotal records maintained by the tutors, and the attendance patterns of the tutors during training.[1] These results are encouraging but the author cautions against over-interpreting them. Since the students were initially screened, then reDIALed, and eventually post screened on the same instrument, the effect of practice should be considered. Natural development of the students and the impact of kindergarten experience are potent factors related to the students' progress.

A closer look at table 4 reveals that five students improved in all skill areas for which objectives were established. Three students improved in all but one skill area; this may give credence to both the procedures and instrument used, since the students did not master every skill. Furthermore, table 5 suggests that for five students, specific skill areas not reinforced by tutoring were being performed at a low level of mastery at the time of the post screening. This suggests that without one-to-one tutoring in some other

[1] All volunteers but one attended 75 percent or more of the workshops; the lack of attendance of this tutor did not appear to make a difference in her tutoring effectiveness.

TABLE 4

PRESCREENING AND POST SCREENING PERFORMANCE OF STUDENTS ON SKILLS INCLUDED IN TUTORING OBJECTIVES

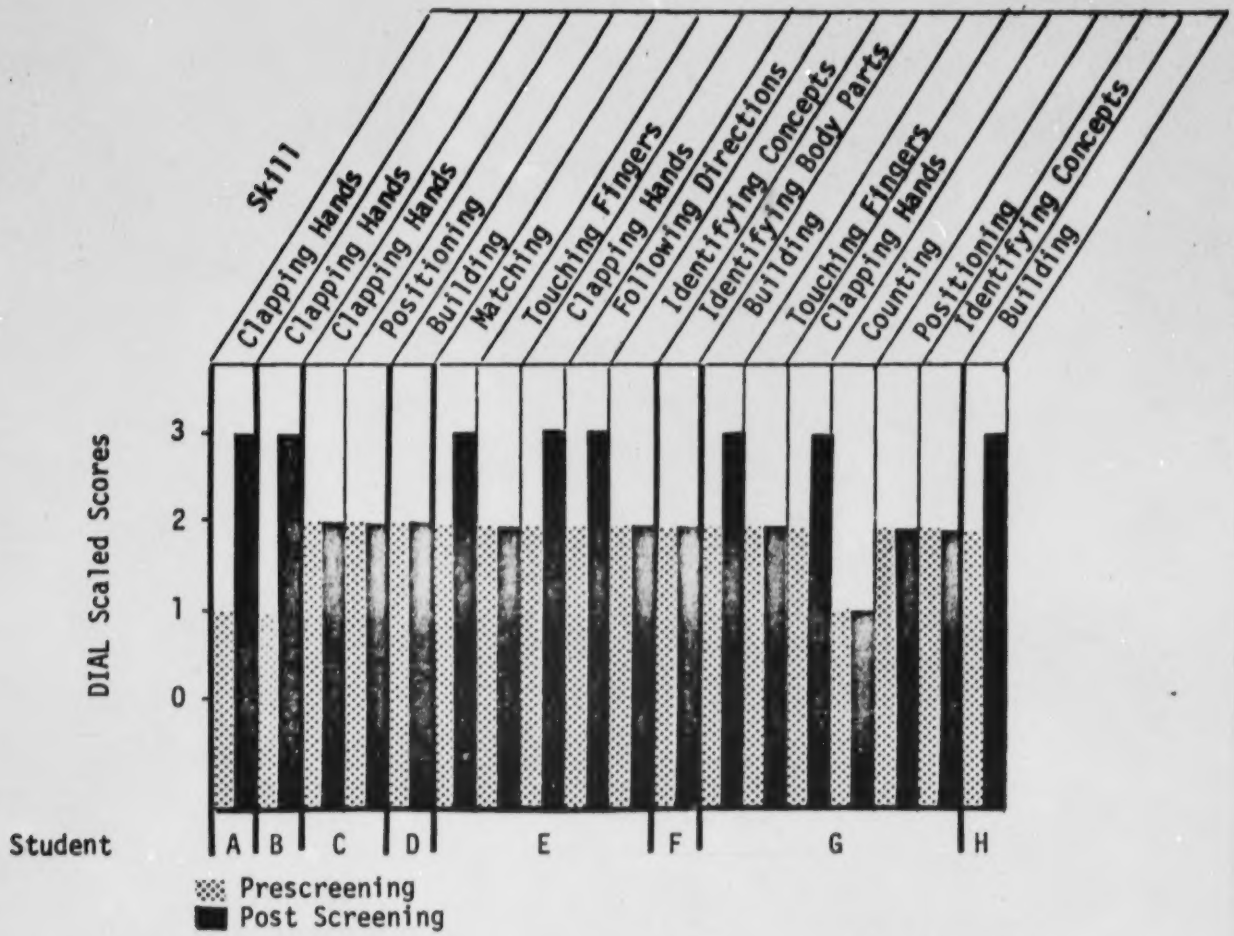


Copying Letters
Naming Colors
Counting
Naming Colors
Counting
Positioning
Following Directions
Identifying Concepts
Cutting
Copying Shapes
Copying Letters
Sorting Blocks
Naming Colors
Copying Shapes
Copying Letters
E
F
G
H

38

TABLE 5

PRESCREENING AND POST SCREENING PERFORMANCE OF STUDENTS ON SKILLS NOT INCLUDED IN TUTORING OBJECTIVES



weak skill areas, the students did not improve from the initial screening to post screening. For three of the students (identified as A, B, and H), the unattended weak skills improved without tutoring intervention. Three other students (identified as C, D, and F) maintained their rate of proficiency, or showed no further improvement, in weak skills. Student E showed improvement without tutoring on three-fifths of the untutored skills. Student G only improved on one-third of the skills.

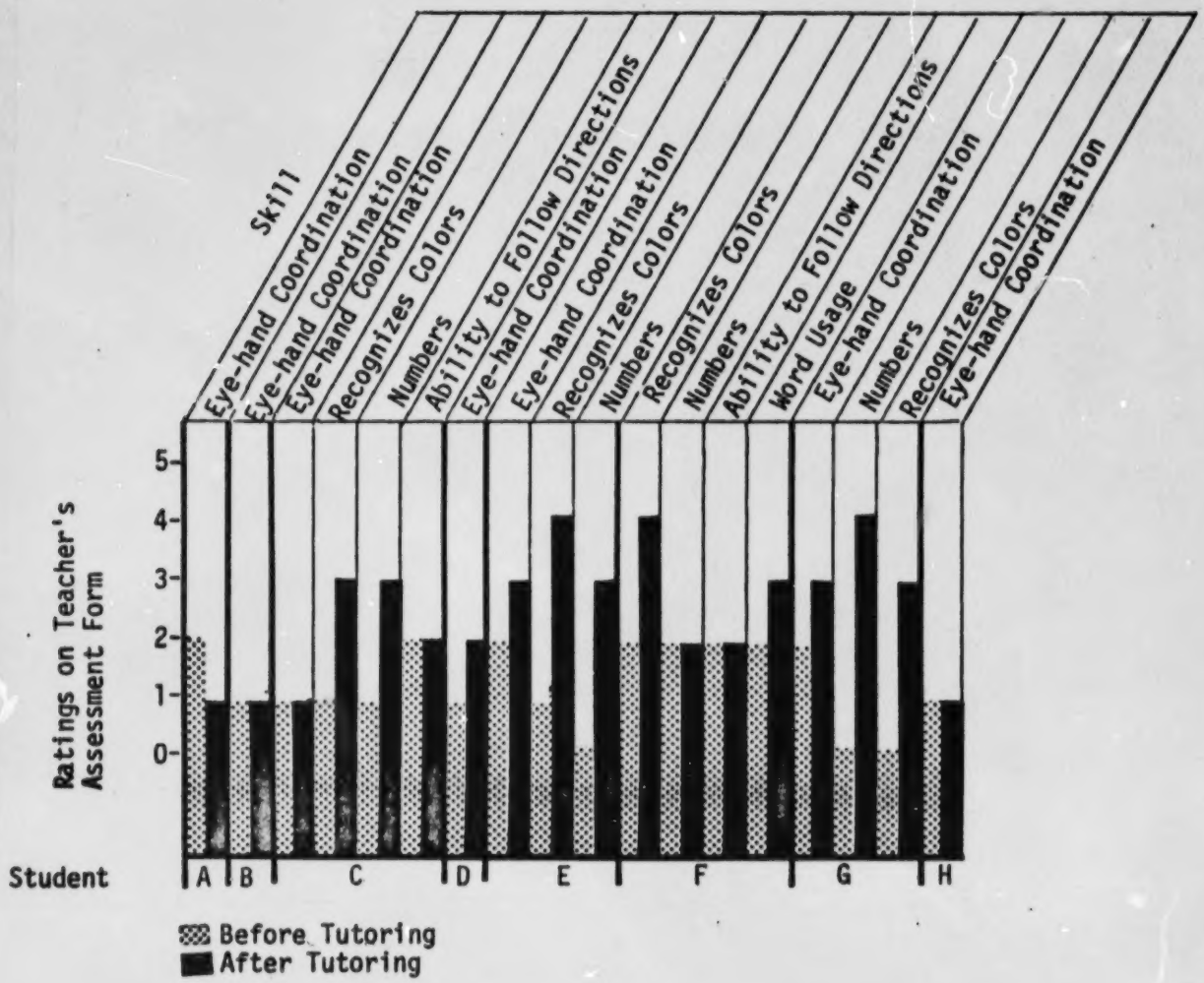
In summary, the evaluation suggests that tutoring tended to increase the chance that the students would show improvement in skill areas. If weak skills were not developed through tutoring, there appears to be a chance that they would improve; however, it is more likely that if these skills were left to develop through routine classroom instructional activities, improvements were not likely to occur spontaneously. Individualized tutoring of these students resulted in improved fine motor and conceptual skills.

Students Rated by Teachers Following Tutoring

Table 6 summarizes the extent to which the second objective was met. The teachers viewed only three of the eight students as improved in specific skill areas on the Teacher's Assessment Form from September to May. For the other five students, the teachers' ratings following tutoring were not commensurate with the students' post screenings on the DIAL. While some behaviors were inferred to be similar on both the DIAL and Teacher's Assessment Form, in actuality the behaviors on the latter were not as precise as the skills measured by the DIAL. The major global skill area on the rating instrument that appears to have been interpreted differently by the teachers was eye-hand coordination; this area did not correspond to the specific skills taught by the tutors and measured by the DIAL. On the latter, the end product desired was a drawing of a shape or letter (i.e., copying shapes or copying

TABLE 6

COMPARISONS OF TEACHERS' RATINGS OF STUDENTS' SKILLS BEFORE AND AFTER TUTORING



letters), while the rating scale describes how the child draws or copies (i.e., holds crayon properly, shows considerable control in working with crayon, pencils, etc.). A second possible explanation for the failure to meet the second objective may have been the students' inability to actually transfer the newly learned skills to the classroom. A third possibility may be related to the degree to which the teachers saw the students' new skills transferred to the classroom.

CHAPTER VIII

EVALUATION OF PRACTICUM

Evaluation of Workshops by Leaders

The First Nine Workshops

At the completion of each workshop the leader, co-leader, and/or guest speaker completed an evaluation form (appendix H).[1] For all meetings these participants believed the atmosphere was pleasant and conducive to productive working relationships. These leaders or guests noted that participants sat in an open circle for discussions or around a table when actual instructional materials were made. At each meeting, one or two toddlers were present; while a play area was set up in a corner of the room, often the children were observed to hover around their mothers. Momentary disruptions between mothers and children were understood and tolerated.

The evaluations further reveal that the leaders would not drastically change what they did. At one time or another all leaders stated a desire for more parent interaction and less leader domination. One leader stated that she would cope differently with a domineering participant if she conducted the workshop again. After another meeting a leader felt the need to demonstrate actual materials that could be used in a tutoring situation. In summary, the meetings would generally be held in the same manner again.

The Last Seven Workshops

For this segment of the training, the leaders noted more active parent participation as they addressed issues that were personally meaningful. The

[1] Item 2 of appendix H provided some of the information discussed in chapter 7.

leaders continued to view the atmosphere as more than adequate, whether the workshops were held in the library meeting room or at the homes of parents. However, they believed some improvements were needed. First, a less rigid time frame for the lessons was desired. Second, there was a need to find a better balance between focusing on individual situations and those situations universal to the group. One major change would be made if this series of workshops was conducted again; the parenting skills workshops would be separate from the first phase of the training sequence. The first nine meetings were sufficient for training the volunteers to tutor. The co-leaders thought that parental interest and involvement in tutoring could have been maintained throughout the year. The parenting skills phase was not an actual pragmatic lure for this particular group of volunteers.

Post Meeting Evaluation by Parents

The parents completed the evaluation forms (appendix I) similarly each time; they either agreed or strongly agreed with the intentions or merits of the workshops. Workshops III, V, and VII tended to be the most favorably rated; positive comments by the parents were written on most of the evaluation forms. Workshop VI was the least favorably rated one. All of the parenting skills workshops were appreciated by the parents for helping them to understand themselves better in their relationships with their children.

Evaluation of Program by Parents

Three parents responded (appendix J) that the program was a growth promoting experience for them to a very significant degree. Two responded that it was growth promoting to a moderate but meaingful degree. One believed that it was only growth promoting to a small degree.

When asked whether the well-being of the student(s) with whom they worked was improved through their participation, only one volunteer thought that the student's (previously referred to as G) well-being improved significantly. Other volunteers believed that three of their students (referred to as B, E, and F) improved to a moderate but meaningful degree. The well-being of students A, C, D, and H was believed to have improved to a small degree.

Four of the parent volunteers thought that their relationship with their child (not specified but believed to be their kindergarten-aged child) had improved to a moderate but meaningful degree. One parent thought that her relationship with her child improved very significantly. Another parent thought there was only a small degree of improvement in her relationship with her child.

Three parent volunteers considered their involvement in school-community affairs to be enhanced to a moderate but meaningful degree by their participation in the program. Two stated that their involvement had been enhanced very significantly. One viewed her involvement in school-community affairs as having been enhanced to only a small degree.

In respect to gaining more confidence as a parent, three parents believed they gained a lot more confidence through their involvement in the program. Two felt somewhat more confident in their parental roles. Only one volunteer felt no change in her confidence as a parent.

Five parent volunteers stated that they would definitely participate in the program again. The remaining parent stated she would participate in further parenting skills training; however, she would not participate in tutoring because the commitment interfered with her other activities.

Evaluation of Tutoring Service by Teachers

All three teachers evaluating the tutoring service (appendix K) thought that the well-being of seven students improved to a moderate but meaningful degree. One teacher thought that one of her students (identified earlier as F) improved significantly.

Two of the teachers believed their relationships with the parent volunteers had a moderate but meaningful degree of significance in relationship to student success. The other teacher thought there was a very significant relationship. She explained her response by citing the enthusiasm and cooperativeness of the parent volunteers and her own willingness to support the volunteers in their work. She firmly believed the volunteers strived hard to tutor the students well and she made every effort to reinforce their work.

Two of the three teachers thought their involvement in school-community affairs was enhanced to a moderate but meaningful degree by their participation in the program. They qualified their responses with the following remarks: (1) it provided the opportunity to get to know the parent volunteers on a personal basis; (2) the parent volunteers had a chance to be in the classrooms and could see what was going on; (3) by participating one could demonstrate an interest in children in the community; and (4) it provided the opportunity to emphasize and reinforce the importance of parental interest in what takes place in school. The other teacher, who was ill most of the school year, thought that her involvement was enhanced only a small degree.

All three teachers wanted the following features to be maintained in the program: (1) training of volunteers prior to tutoring; (2) keeping in touch with the volunteers on a regular basis throughout the school year; and (3) having volunteers work with students needing extra help. All three teachers agreed they would definitely participate in the program again.

Evaluation of Tutoring Service by the Assistant Principal

The assistant principal responsible for the kindergarten program evaluated the program (appendix L). He thought that the well-being of the students improved to a moderate but meaningful degree through their participation in the program; his perception of the impact of the tutoring on the students was like that of the teachers. Similarly, he felt that school-community relationships had been enhanced to a moderate but meaningful degree through the efforts of all people involved in the program. Furthermore, the assistant principal observed a smooth working relationship between the teachers and parent volunteers during the year. When asked to look toward the next school year, he stated that he would definitely participate in the program again. The assistant principal concluded that all aspects of the program should be repeated, but he wanted to see increased effort to recruit more parents for the training and actual tutoring of the students.

Summary

When future considerations are given to conducting this program again at Mount Vernon Community Center School, the following changes are recommended:

- condense the first nine workshops into a shorter span of time by extending the workshops to either half day or whole day meetings
- offer the parenting skills course as a complete and separate service from the tutoring training sequence
- use the Teacher's Assessment Form as a communication tool for teachers and parents, but not as a measure to verify tutoring success
- assist teachers in how to formulate and write individual tutoring objectives prior to presenting the objectives to volunteers

- engage the services of parents other than those of kindergarten children for tutoring and also consider recruiting senior citizens
- videotape training meetings for periodic review by volunteers
- utilize all school resources to involve parents of the tutored students in the intervention process

In retrospect, an essential factor in the modest success of this program was the open relationships that were established and maintained by the teachers and parent volunteers. The teachers set the tone for parent volunteer commitment by assisting in the actual training and monitoring the progress of the volunteers throughout the year.

CHAPTER IX

INSTITUTIONALIZING THE RESULTS

Consideration must be given to the recommended changes in chapter 8 prior to further institutionalization of this parent involvement program. Depending upon the decisions made by all of the professional staff at Mount Vernon Community Center School, a similar volunteer tutoring program can be implemented during the 1977-78 school year. Therefore, the author views the continuation of this program, with modifications made by school personnel involved in the project, as the primary institutionalization effort for the immediate future.[1]

---

[1]The proposed institutionalization effort will, in effect, depend upon the changes that may occur under the leadership of a new superintendent.

CHAPTER X

FURTHER APPLICATIONS

During the initial stages of developing this program, some possible applications of the effort were envisioned. These were: (1) compiling a tutoring recipe library that would be readily accessible to both professional and volunteer staff at Mount Vernon; (2) maintaining the cohesiveness of the initially trained group of parent volunteers in an effort to utilize their talents in leading parent discussion groups in the school; and (3) expanding the kindergarten parent involvement concept to other elementary schools with the support of the central office administration.

By the completion of the practicum, a tutoring recipe library was compiled and maintained in the kindergarten wing of the school. The second application became less of a reality because two of the volunteers were working part time and seeking full time employment for the following year. Two others were expecting to give birth over the summer. Of the remaining two, only one mother was left as a possible group leader and she was hesitant about the prospect.

Lastly, the expansion of the program does appear possible in the future. Time and effort will presently be made to refine the program at Mount Vernon for the coming year. Further applications such as expansion to other schools will depend on whether or not the revised program works well and also on changes likely to occur next year under a new superintendent's organizational structure and policies.

CHAPTER XI

FOLLOW-UP

A follow-up activity involved the comparison of the tutored students' performance on the Metropolitan Readiness Tests, Level I,[1] in May 1977 with other kindergarten students identified as developmentally delayed, but who were not tutored. The eight students were also compared to the delayed group of students in kindergarten at Mount Vernon during the previous school year.

In comparison to classmates who were also identified as developmentally delayed in September 1976, two of the tutored students (referred to as E and H) earned average stanine scores on the Metropolitan Readiness Tests. All of their delayed classmates, tutored and untutored, had low stanine scores.

The results were comparable to those of the delayed group of students (who were not tutored at all) during the 1975-76 school year. None of the identified students had more than low stanine scores on the same test that year.

Skills learned through tutoring may not be measured precisely on different instruments. However, the two tutored students with average stanine scores on the Metropolitan Readiness Tests earned these scores in skill areas (letter recognition and visual matching) related to the objectives for their individual tutoring. The possible cumulative impact of individual tutoring over an extended period of time holds promise for young students.

---

[1] Joanne R. Nurss and Mary E. McGauvran, Metropolitan Readiness Tests, Form P (New York: Harcourt Brace Jovanovich, Inc., 1974).

APPENDIX A

KINDERGARTEN PARENTS' ORIENTATION MEETINGS

Workshop Agenda

July 6, 1976

9:00 - 9:15	Introductions - Mr. Okin
9:15 - 9:45	Overview of Kindergarten Program Film "Starting School" - Mr. Thomas Discussion of Film - Mr. Maygarden
9:45 - 9:50	Break
9:50 - 10:20	Brainstorming "Utopian Kindergarten" - Ms. Dean
10:30 - 11:00	Kindergarten Observation - Ms. Dean
11:10 - 11:30	Discussion of Observation - Ms. Johnson
11:30 - 12:00	Evaluation of Workshop Program

July 8, 1976

9:00 - 9:10	Opening Exercise
9:10 - 9:30	City Resource Overview - Mr. Cliff Barnhill, EOC Ms. Marge Burdette, AMHA
9:30 - 9:50	Small Group Discussion
9:50 - 10:00	Break
10:00 - 10:45	Alexandria School System Resources - Panel Discussion Dr. Donald Dearborn, Director of Elementary Education Ms. R. Larkin, Elementary Supervisor Mr. H. Burke, Director Special Education Mr. A. Okin, Director Pupil Services Ms. B. NeSmith, School Social Worker
10:45 - 10:50	Break
10:50 - 11:45	"Activities For Child At Home" Ms. Dorothy Mulligan, Coordinator Parent Volunteer Program
11:45 - 12:00	Evaluation

July 13, 1976

9:00 - 10:15	Marcia Hasie, Coordinator, SEE Program, Alexandria City Public Schools "Parent-Child Communications"

	Else Elliott, Associate Director, ALIVE Child Development Center "Pre-school to Kindergarten: A Transition"
	Richard U. Rosenfield, Ph.D., Clinical Psychologist, Alexandria Community Mental Health Center
10:15 - 10:30	Coffee/Tea Break
10:30 - 11:45	Continuation of Panel and Discussion
11:45 - 12:00	Evaluation

July 15, 1976

9:00 - 9:10	Introduction to the Session
9:10 - 9:45	Learning Stations
9:45 - 10:00	Break
10:00 - 10:45	Transition from Pre School to Kindergarten
10:45 - 11:30	Group Sesssion
11:30 - 12:00	Evaluation

APPENDIX B

DIAL SCORE SHEET

Copyright© 1972, 1975 by
Carol Mardell and Dorothea Goldenberg
All rights reserved

The above-listed material is copyrighted and not available for ERIC reproduction.

APPENDIX C

TEACHER'S ASSESSMENT FORM

TEACHER'S ASSESSMENT FORM*

Child's Name _____

Date _____

Directions: Circle the description (1, 2, 3, 4, 5) that best describes your child today. Return to your child's teacher.

I. USE OF SYMBOLS

A. Recognizes Colors

1	2	3	4	5
Often cannot tell the name of a color	Can point to color you name	Can name color you point to correctly	Can name color he points to correctly	Can put shades of color in order from light to dark

B. Numbers

1	2	3	4	5
Counts aloud from 1 to 10	Can count five objects touching each one as counted	Can count ten objects touching each one correctly	Can count correctly without touching each one	Can tell how many objects by glance (up to five objects)

C. Shape Retention

1	2	3	4	5
Can name a circle	Can name a circle and a square	Can name a circle, square and triangle	Can name a circle, square, triangle and oval when you point	Can name a circle, square, triangle, oval, and cross

*Reproduced and used with author's permission.

D. Reading Words

1	2	3	4	5
To my knowledge recognizes no words	Recognizes own name	Reads familiar words such as stop, go, exit, etc.	Reads many words	Reads easy books

II. MOTOR SKILLS

A. Basic Movement Skills, and Rhythm: Running, Climbing, Hopping, Walking, Skipping, Marching

1	2	3	4	5
Very poorly coordinated	Below average coordination	Average coordination for age	Above average coordination	Excels in this area

B. Eye-Hand Coordination; Ability to Use Materials and Equipment

1	2	3	4	5
Very awkward in use of crayons, scissors, etc.	Works with crayon or pencil	Holds crayons and pencils properly; can cut with scissors	Shows considerable control in working with crayons, pencils, scissors on a line	Has excellent dexterity; uses equipment skillfully

C. Determination of Handedness

1	2	3	4	5
Confused; random use of left and right hands with no apparent preference	Usually prefers one hand, but has tendency to change without reason	Shows adequate preference for one hand	Handedness apparently established	Knows if right or left-handed, uses preferred hand well

III. AUDITORY EXPRESSIVE SKILLS

A. Word Usage

1	2	3	4	5
Uses immature or improper vocabulary	Limited vocabulary including primarily simple nouns; few descriptive words	Adequate vocabulary	Frequently uses precise descriptive words	Consistently uses exact words to convey messages

B. Ability to Speak in Complete Sentences

1	2	3	4	5
Uses mostly single word responses	Frequently uses words to express himself	Often speaks in sentences; few errors of omission or incorrect use of prepositions, verb tense, pronouns	Usually speaks in sentences and rarely makes errors	Speaks in correct sentences

C. Ability to Recall Words

1	2	3	4	5
Unable to call forth the exact word	Often gropes for words to express himself	Occasionally gropes for correct word	Rarely hesitates on a word	Seldom hesitates or substitutes words

D. Ability to Tell About His Own Experiences

1	2	3	4	5
Unable to tell about recent experiences	Has difficulty relating experiences	Is able to relate experiences	Frequently uses logical sequence when telling about his experiences	Can remember and retell experiences in detail

E. Verbal Responses

1	2	3	4	5
Avoids verbal communication	Verbal communication often inappropriate; talks incessantly	Adequate use of verbal communication	Initiates appropriate conversation with adults and children	Outstanding ability to converse appropriately

IV. AUDITORY RECEPTIVE SKILLS

A. Understanding of Word Meanings

1	2	3	4	5
Immature level of understanding	Misunderstands many simple word meanings	Understands most things said to him/her	Understands well and can comprehend a few abstract words	Clearly has a large vocabulary and understands many abstract words

B. Ability to Remember Information That He Hears

1	2	3	4	5
Almost total lack of recall	Retains simple ideas and procedures if repeated often	Retains ideas and information	Good delayed and immediate recall	Remembers both details and content over a long period of time

C. Understanding Conversation

1	2	3	4	5
Inattentive and/or unable to follow and understand conversation	Listens but rarely comprehends well; mind often wanders from conversation	Listens and follows discussions	Understands well and benefits from conversations	Becomes involved; shows unusual understanding of material discussed

D. Ability to Follow Directions

1	2	3	4	5
Often unable to follow directions	Usually follows simple verbal directions but often needs individual help	Follows directions that are familiar and/or not complex	Remembers and follows extended directions	Skillful in remembering and following directions

V. Behavior

A. Cooperation

1	2	3	4	5
Continually disrupts; unable to control responses	Uncooperative, often speaks out of turn	Waits his turn	Cooperates well	Cooperates without adult encouragement

B. Attention

1	2	3	4	5
Easily distracted; rarely listens	Attention frequently wanders	Attention adequate	Almost always attentive	Always attentive to important aspects; long attention span

C. Ability to Organize

1	2	3	4	5
Is highly disorganized	Often disorganized in manner of working; inexact and careless	Maintains average organization of work	Ability to organize and complete work consistently	Always completes task in a highly organized manner

D. Self-Control

1	2	3	4	5
Extremely excitable; lacking in self-control	Often overreacts; loses self-control	Behavior adequate; shows self-control	Reliable; exhibits unusual self-control	Outstanding self-control

E. Social Acceptance by Peers

1	2	3	4	5
Avoided by others or rejected	Tolerated by others	Liked by others	Well liked by others	Sought by others

F. Social Acceptance of Peers

1	2	3	4	5
Makes no attempt to make friends	Has limited acceptance of peers; has few friends	Is friendly but seldom initiates contact	Acceptance of peers	Makes friends easily

G. Acceptance of Responsibility

1	2	3	4	5
Rejects responsibility; seldom initiates activities	Avoids responsibility; limited acceptance of role for age	Accepts responsibility; adequate for age	Enjoys responsibility; frequently takes initiative or volunteers	Seeks responsibility almost always takes initiative with enthusiasm

H. Completion of Tasks

1	2	3	4	5
Does not complete tasks even with individual direction	Seldom finishes tasks unless given much individual direction	Often follows through on tasks	Usually completes tasks without supervision	Consistently complete tasks without supervision

I. Consideration for Others

1	2	3	4	5
Seldom considers others' feelings	Often disregards others' feelings	Usually considerate of others' feelings	Polite, considerate of others' feelings	Mature awareness of others' feelings

J. Appropriate Emotional Response

1	2	3	4	5
Rarely gives the appropriate emotional response	Limited in appropriate emotional response	Responds appropriately to many situations	Initiates appropriate responses with ease	Exceptional ability to respond appropriately

K. Choice-Making and Follow-Through

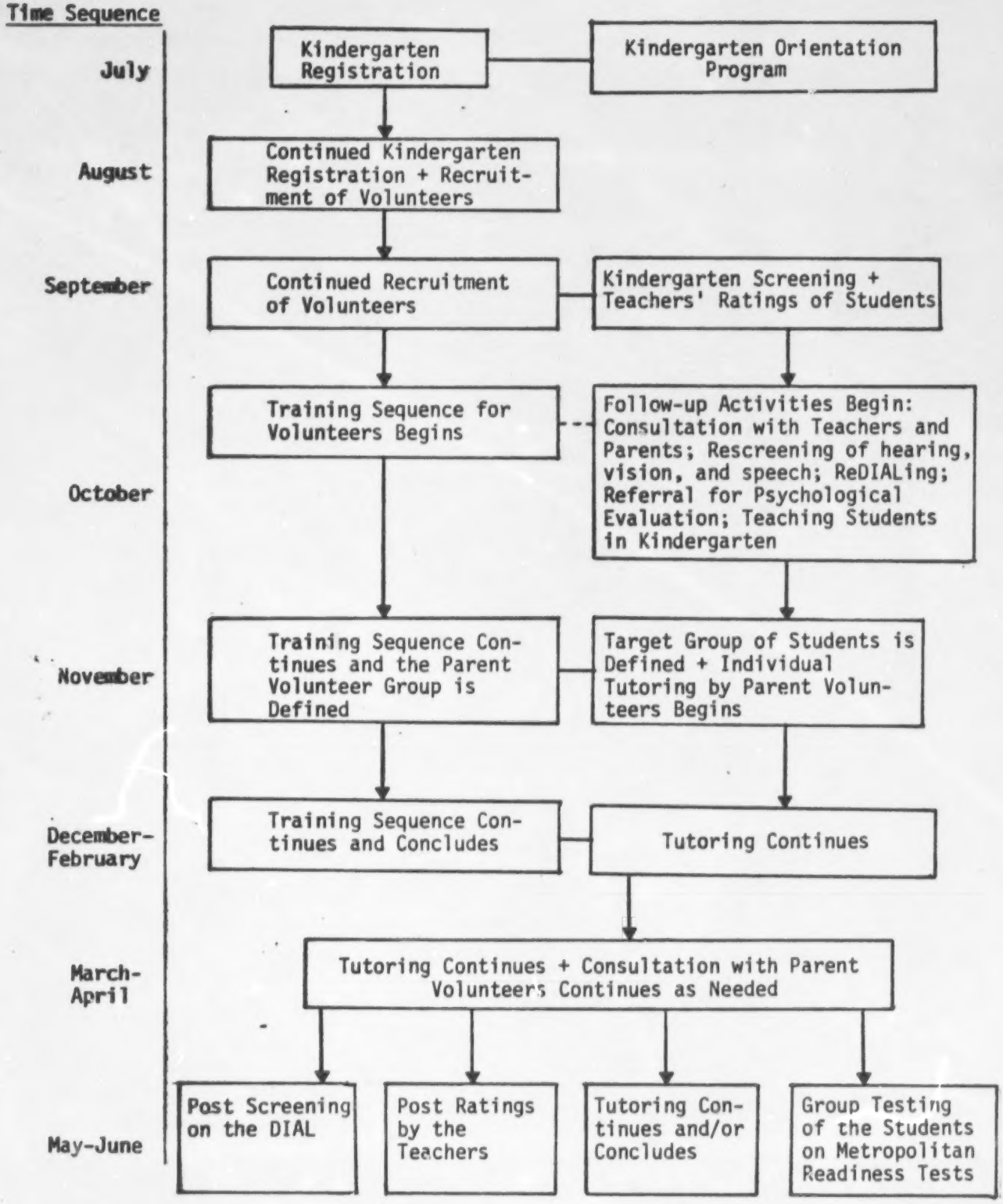
1	2	3	4	5
Unable to make choices	Needs guidance to make choices	Able to make choices	Usually makes good choices	Makes choices wisely; becomes involved with his selection

L. Ability to Cope with Changes

1	2	3	4	5
Uncomfortable or withdraws	Needs reassurance; often afraid	Adapts adequately	Adapts easily with self-confidence	Very adaptable; shows initiative

APPENDIX D

PRACTICUM SCHEMA


Time Sequence
July
August
September
October
November
December-February
March-April
May-June
Kindergarten Registration
Kindergarten Orientation Program
Continued Kindergarten Registration + Recruitment of Volunteers
Continued Recruitment of Volunteers
Kindergarten Screening + Teachers' Ratings of Students
Training Sequence for Volunteers Begins
Follow-up Activities Begin: Consultation with Teachers and Parents; Rescreening of hearing, vision, and speech; ReDIALing; Referral for Psychological Evaluation; Teaching Students in Kindergarten
Training Sequence Continues and the Parent Volunteer Group is Defined
Target Group of Students is Defined + Individual Tutoring by Parent Volunteers Begins
Training Sequence Continues and Concludes
Tutoring Continues
Tutoring Continues + Consultation with Parent Volunteers Continues as Needed
Post Screening on the DIAL
Post Ratings by the Teachers
Tutoring Continues and/or Concludes
Group Testing of the Students on Metropolitan Readiness Tests

APPENDIX E

AGENDA FOR KINDERGARTEN PARENT

VOLUNTEER TRAINING PROGRAM

Workshop I

Working with Children in the Schools

PART I

9:30 - 9:35	Coffee
9:35 - 9:55	Introduction and Overview - Allan Okin
9:55 - 10:20	"Why Tutors, the Learning Process" "The Ethics of Tutoring" - Susan Knecht
10:20 - 10:45	Group discussion and sharing
10:45 - 11:00	General organization of the training sequence
11:00 - 11:20	Communication in the School - Dr. M. L. Dean
11:20 - 11:30	Evaluation

Workshop II

Working with Children in the Schools

PART II

9:30 - 9:35	Coffee
9:35 - 9:50	Movie - "Understanding Children's Play"
9:50 - 10:00	Discussion
10:00 - 10:15	Ways to Work with Children - Susan Knecht/Allan Okin
10:15 - 10:45	Demonstration of Tutoring - Eleanor Levi
10:45 - 11:20	Discussion
11:20 - 11:30	Evaluation

Workshop III

Math Workshop

9:30 - 9:35	Coffee
9:35 - 10:30	Presentation - Winslow Conners
10:30 - 11:20	Discussion
11:20 - 11:30	Evaluation

Workshop IV

Reading Workshop

9:30 - 9:35	Coffee
9:35 - 10:30	Presentation - Roberta Larkin
10:30 - 11:20	Discussion
11:20 - 11:30	Evaluation

Workshop V

Writing Workshop

9:30 - 9:35	Coffee
9:35 - 10:15	Presentation - Linda Johnson
10:15 - 10:30	Discussion
10:30 - 11:20	Making Materials for Fine Motor Activities
11:20 - 11:30	Evaluation

Workshop VI

Creativity Workshop

9:30 - 9:35	Coffee
9:35 - 10:30	Presentation - Sandra Jones
10:30 - 11:20	Discussion
11:20 - 11:30	Evaluation

Workshop VII

Social Development and Overview

9:30 - 9:35	Coffee
9:35 - 9:50	Movie - "Starting School"
9:50 - 10:30	Discussion - Mrs. Carbin
10:30 - 10:45	A Positive Self-concept - Susan Knecht
10:45 - 11:00	Discussion
11:00 - 11:20	Overview - What Comes Next: Parenting Skills Assignment
11:20 - 11:30	Evaluation

Workshop VIII

Parenting Skills Workbook: Units 2 and 3

9:30 - 9:35	Coffee
9:35 - 9:55	Review the lesson
9:55 - 10:35	Overview of the new lesson
10:35 - 10:55	Discussion
10:55 - 11:00	Evaluation

Workshop IX

Schedule as per Workshop VIII

Parenting Skills Workbook: Unit 9

Workshop X

" "

Parenting Skills Workbook: Unit 10

Workshop XI

" "

Parenting Skills Workbook: Unit 11

Workshop XII

" "

Parenting Skills Workbook: Unit 12

Workshop XIII

" "

Parenting Skills Workbook: Unit 13

Workshop XIV

" "

Parenting Skills Workbook: Unit 14

APPENDIX F

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

KINDERGARTEN PARENT INVOLVEMENT PROGRAM

The following information about you will help us get acquainted. Please complete this form and give it to Mrs. Knecht/Mr. Okin at the end of the meeting.

NAME: _____ ADDRESS: _____

TELEPHONE: Home _____ Office _____

Occupation outside the home (present and/or past)? _____

How many children do you have? _____

What are their names?	Ages?	Grades?	Schools Attending?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Your Kindergarten child's teacher is _____ AM_____ or PM_____

If you are willing and able to join the Kindergarten Volunteer Program, cite day and time: _____/_____/_____/_____
(day) (time) (day) (time) (day) (time) (day) (time)

What part of the country do you come from? _____

Have you ever taken part in any kind of discussion groups? If so, what kind?

_____

_____

What are some of your special interests and hobbies? _____

_____

What questions or topics about children, parents, schools, families do you want to have discussed at some time during the meetings of this group?

_____

_____

_____

_____

Will you need babysitting services while you attend these meetings? _____

For how many children will you need these services? _____

APPENDIX G

TUTORING ASSIGNMENT SHEET

PUPIL'S NAME: _____

DATE	OBJECTIVE OF LESSON	TASK/ACTIVITY

TUTOR'S NAME: _____

PERFORMANCE DESIRED	DESCRIPTION OF PUPIL'S PERFORMANCE

74

APPENDIX H

SUMMARY OF KINDERGARTEN PARENT TRAINING MEETING*
(for leaders and participants)

NAME: _____ LEADER _____ or PARTICIPANT _____

MEETING #_____ TOPIC: _____ DATE: _____

Please write a brief description of what went on in today's meeting as soon as possible after the meeting. This will help clarify what happened as you see it. It will also help the staff assess the meeting and arrange for necessary improvements. Summarize your view of what was discussed, how the parents reacted to the program, and what your major objectives were in your role as leader or participant. Return this summary to Susan Knecht or Allan Okin after the meeting. Thank you.

1. DESCRIBE THE ATMOSPHERE OF THIS MEETING (physical surroundings, number of parents present, degree of parent participation, etc.):

2. DESCRIBE THE TOPIC(S) DISCUSSED (To what extent were the topics explored or discussed? On what points do you think the parents gained further understanding? What topics were not discussed that you hoped would be discussed? etc.):

3. DESCRIBE YOUR ROLE (What did you do, or learn you could do, that made you feel satisfied? What did you wish you had not done? How would you have done it differently? What would you want to improve the next time you did this? etc.):

---

*Adapted from GUIDE FOR LEADER'S SUMMARY OF PARENT DISCUSSION GROUP MEETINGS, Prince George's County Public Schools, Upper Marlboro, Maryland 20870.

APPENDIX I

POST MEETING EVALUATION FORM FOR PARENTS

NAME: _____ MEETING #: _____ TOPIC: _____

Please complete each part of this evaluation form and return it directly statement, circle the number using the code below. Add comments to the

CODE: 1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

1. The topic(s) of the meeting was presented in a clear and understanding manner.

2. The meeting was organized and conducted in a way that helped me learn new information.

3. The leader and/or participants showed an understanding of the topic(s).

4. The leader and/or participants helped to make the topic(s) interesting and showed enthusiasm for the topic(s).

5. Time was allowed for individual parents, including me, to participate, to ask questions and have them answered.

6. The materials used helped me understand what was being discussed.

7. Activities suggested by the leader and/or participants seem helpful and I am likely to try these out.

8. I have a better understanding of how to work with students as a result of today's meeting.

9. I have a better understanding of my role as a parent as a result of today's meeting.

---

*Adapted from the La Verne College Field Studies Seminar

_____ DATE: _____ TIME: _____

to Mrs. Knecht or Mr. Okin. After each
right of the numbers.

5=Did not apply to this meeting

Comments

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

1 2 3 4 5 _____

78

Evaluation Form.

PARENT'S EVALUATION OF SERVICE

NAME OF STUDENT YOU WORKED WITH: _____ TEACHER: _____

YOUR NAME: _____ DATE OF THIS EVALUATION: _____

Check the appropriate answer for each question. Thank you.

1. Do you think that the Parent Discussion/Training Program was a growth-promoting experience for you personally?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ Personally, it has set me back

2. Do you think the student's (the student with whom you worked) well-being has improved through your participation in the program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ From my view, it has set the student back

3. Do you think that your relationship with <u>your child</u> has improved through your participation in the program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ Personally, it has set our relationship back

4. Do you think that your involvement in school-community affairs has been enhanced by your participation in the program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ Personally, it has set my involvement back

5. Do you feel any change in your confidence as a parent as a result of your participation in the program?

   _____ A lot more confidence
   _____ Somewhat more confidence
   _____ No change in confidence
   _____ Less confidence

6. If you had to do it all over again, would you participate in the program?

   _____ Definitely yes _____ Possibly yes
   _____ Unsure _____ No

APPENDIX K

TEACHER'S EVALUATION OF SERVICE

YOUR NAME: _____ DATE OF THIS EVALUATION: _____

Check appropriate answers and explain accordingly. Thank you.

1. Do you think that the well-being of your students has improved through their participation in the program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ It has set their progress back

2. Do you think your relationship(s) with the parent volunteer(s) had anything to do with the success of your student(s)?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ It has set their (students/parents) progress back

   PLEASE EXPLAIN YOUR ANSWER _____
   _____
   _____
   _____

3. Do you think that your involvement in school-community affairs has been enhanced by your participation in the program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ Personally, it has set my involvement back

   PLEASE EXPLAIN YOUR ANSWER _____
   _____
   _____
   _____

4. What features of the total Parent Involvement Program would you like to see maintained next year? _____
   _____
   _____

5. What changes in the total Parent Involvement Program would you like to recommend? _____
   _____
   _____

6. If you had to do it all over again, would you participate in the program?

_____ Definitely yes
_____ Possibly yes
_____ Unsure
_____ No

All of the time and effort you have put into this program has been greatly appreciated.

APPENDIX L

ADMINISTRATOR'S EVALUATION OF SERVICE

YOUR NAME: _____ DATE OF THIS EVALUATION: _____

Check appropriate answers and explain or elaborate accordingly. Thank you.

1. Do you think that the well-being of the students improved through their participation in the program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ It has set their progress back

2. Do you think that school (kindergarten)-community relationships have been enhanced through the total involvement of all persons in this program?

   _____ Yes. Very significantly
   _____ To a moderate but meaningful degree
   _____ To a small degree
   _____ No. Not at all
   _____ Relationships have been set back

3. How do you view the teacher-parent volunteer relationship in this program? Please explain. _____

4. What aspects of the program do you want to continue next year? Explain.

5. What changes in the program would you like to recommend? Explain.

6. If you had to do it all over again, would you participate in the program?

   _____ Definitely yes
   _____ Possibly yes
   _____ Unsure
   _____ No

BIBLIOGRAPHY

Books

Guerney, Bernard G. Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers. New York: Holt, Rinehart and Winston, Inc., 1969.

Hobbs, Nicholas. The Futures of Children. San Francisco: Jossey-Bass Publishers, 1975.

Ilg, Frances and Ames, Louise Bates. School Readiness. New York: Harper & Row, Publishers, 1972.

Schrag, Peter and Divoky, Diane. The Myth of the Hyperactive Child. New York: Pantheon Books, 1975.

Journals

Banas, Norma and Wills, I. H. "A Prescriptive Teaching Guide." Academic Therapy 6 (Fall 1970): 96-99.

Cowen, Emory L.; Dorr, Darwin; Izzo, Louis D.; Madonia, Angelo; and Trost, Mary Ann. "The Primary Mental Health Project: A New Way to Conceptualize and Deliver School Mental Health Service." Psychology in the Schools 8 (July 1971): 216-25.

Early, Frances and Heath, Earl J. "Teaching Arithmetic: Are They Ready for Readiness?" Academic Therapy 6 (Winter 1970-71): 201-204.

Fleming, Elyse S. and Anttonen, Ralph G. "Teacher Expectancy of My Fair Lady." The School Psychology Digest 1 (Spring 1972): 17-21.

Forness, Steven R.; Guthrie, Donald; and Hall, Robert J. "Follow-up of High-risk Children Identified in Kindergarten Through Direct Classroom Observation." Psychology in the Schools 13 (January 1976): 45-49.

Gordon, Ira J. "Parent Involvement in Early Childhood Education." The National Elementary Principal 51 (September 1971): 26-30.

Gray, Susan W. "Ethical Issues in Research in Early Childhood Intervention." The School Psychology Digest 3 (Winter 1974): 60-67.

Hagin, Rosa A. "Models of Intervention with Learning Disabilities: Ephemeral and Otherwise." School Psychology Monograph 1 (Fall 1973): 1-24.

Lempert, Henrietta. "Volunteers as Tutors of Exceptional Children." Psychology in the Schools 8 (April 1971): 129-34.

Lesiak, Walter J., Jr. "Screening Primary-grade Children for Educational Handicaps: A Teacher-administered Battery." Psychology in the Schools 10 (January 1973): 88-101.

Lorion, Raymond P.; Caldwell, Robert A.; and Cowen, Emory L. "Effects of a School Mental Health Project: A One-Year Follow-up." Journal of School Psychology 14 (Spring 1976): 56-63.

McWilliams, Spender A. "A Process Analysis of Nonprofessional Intervention with Children." Journal of School Psychology 10 (December 1972): 367-77.

Myers, C. Edward; Sundstrom, Paul E.; and Yoshida, Roland K. "The School Psychologist and Assessment in Special Education." School Psychology Monograph 2 (Fall 1974): 3-57.

Shepherd, Margaret Jo. "'Learning Disabled' or 'Slow Learner'?" The School Psychology Digest 5 (Winter 1976): 32-35.

Stephenson, Richard W. "Community Involvement in the Special Services Aide Program: A Key to More Effective Service." Psychology in the Schools 7 (October 1970): 386-92.

Terrell, David L.; McWilliams, Spencer A.; and Cowen, Emory L. "Description and Evaluation of Group-work Training for Nonprofessional Aides in a School Mental Health Program." Psychology in the Schools 9 (January 1972): 70-75.

Tobiessen, Jon; Duckworth, Barbara; and Conrad, W. Glen. "Relationship Between the Schenectady Kindergarten Rating Scales and First Grade Achievement and Adjustment." Psychology in the Schools 8 (January 1971): 29-36.

Wilson, W. Keith and Wold, Robert M. "A Report on Vision-Screening in the Schools." Academic Therapy 8 (Winter 1972-73): 155-66.

ERIC Documents

Castro Valley Unified School District, California. Parent Training. Bethesda, Md.: ERIC Document Reproduction Service, ED 109 855, 1974.

Elliott, David L. Project SS: Parent Participation in the Elementary School. Bethesda, Md.: ERIC Document Reproduction Service, ED 071 751, 1972.

Fishman, Sheila. Development of a Program to Meet the Needs of Young Children with Potential Learning Disabilities. Bethesda, Md.: ERIC Document Reproduction Service, ED 089 481, 1973.

Ryan, Janice. Idea Exchange: Volunteerism. Bethesda, Md.: ERIC Document Reproduction Service, ED 114 185, 1974.

Miscellaneous

Abidin, Richard R. Parenting Skills: Trainer's Manual. New York: Human Sciences Press, 1976.

_____. Parenting Skills Workbook. New York: Human Sciences Press, 1976.

Darnell, C. Deane. "A Parent-Teacher Joint Assessment of the Entering Kindergarten Child." Paper presented at the 84th annual meeting of the American Psychological Association, Washington, D.C., 6 September 1976.

Fairfax County Public Schools. Handbook for Teaching Children with Learning Disabilities. Fairfax, Va.: Center for Effecting Educational Change, n.d.

Guide for Parent Discussion Group Meetings. Upper Marlboro, Md.: Prince George's County Public Schools, n.d. (Typewritten.)

Kempner, Alice. "Model Parent Participation Program." Presentation of a practicum at Nova University's combined Ed.D. summer institute for community college and educational leaders, Hollywood, Florida, 2 August 1976.

Kindergarten Screening Manual (Continuing Revision Number 6). Houston, Texas: Houston Independent School District, 1975.

King, Marti; Gary, Keith; Hayes, Patricia; Price, Mary; and Taylor, Adele. "Pre-service Orientation Guide for Volunteers in Prince George's County Schools." Lanham, Md.: n.d. (Typewritten.)

Mardell, Carol D. and Goldenberg, Dorothea S. Developmental Indicators for the Assessment of Learning. Highland Park, Ill.: DIAL, Inc., 1975.

Nurss, Joanne R. and McGauvran, Mary E. Metropolitan Readiness Tests, Level I, Form P. New York: Harcourt Brace Jovanovich, Inc., 1974.

"Pre-kindergarten Parent Observation Program." Timonium, Md.: Pinewood Elementary School, n.d. (Mimeographed.)

Volunteers in Education. A Coordinator's How-to-Do Handbook. Washington, D.C.: United States Office of Education, December 1971.

GLOSSARY

developmentally delayed: a description given to the students identified for tutoring; if a student scored below his/her cut-off point on the fine motor and/or concepts areas of the DIAL, the student was considered to be developmentally delayed in the specific area(s)

post screening: the procedure used in the first week of May following tutoring to determine the student's status on the fine motor and/or concepts areas of the DIAL; essentially, one or both of these areas was administered to the student again depending on the specific developmental delay(s)

prescreening: the actual screening procedure used for all kindergarten students at the school in September; prescreening included checks on vision, hearing, and all four areas of the DIAL

reDIALed: when a student scored below the cut-off point for his/her chronological age in two of the four DIAL areas (excluding communications which was automatically followed-up if a student scored below the cut-off point), the student was reDIALed in those areas only because his/her performance could have been influenced by various circumstances at the time of the screening; reDIALed is used interchangeably with rescreened

rescreened: see reDIALed